

Student Conferencing, Goals, and Perceptions of Success

By

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Abstract

The purpose of this phenomenological qualitative research project was to study how individual student conferencing could impact student's perceptions of individualized goal attainment. The study took place in a public Montessori elementary school in a suburban Midwestern city. In total, twenty students in grades four through six participated in the study; students ranged in age from nine to twelve years old. Over the course of the study, data was collected through two surveys and individual student conferences in which students were asked to set academic as well as work habit goals. These goals were intended to be worked on throughout a twelve day work cycle, until the students' next individual conference with the teacher. Both quantitative and qualitative data were collected through the pre and post study surveys as well as the individual student conferences. The results of this data show that a majority of students in the study report that individual student conferences help them achieve their goals. This study also examined another question regarding how these conferences can inform teaching practices as the teacher gains knowledge and insight throughout the process of surveying and conferencing with students.

Keywords: student conferencing, student perceptions of success

Literature Review

Successful students have mindful teachers who are thoughtful in their practices and connected to their students' needs. These are teachers that guide students to discover concepts and build understanding, who light a fire for the love of learning within the child. These students, in turn, have a level of confidence and autonomy that allows them the opportunity to engage with learning in an authentic, meaningful way. In her 2017 journal article in *The Future of Children*, Kimberly Schonert Riechl writes, "the success of each student hinges largely on the effectiveness of the teacher and the feedback they offer" (Schonert-Riechl, p.138). This is no easy task, as Liberante (2012) stated in her work on student engagement "to make this happen, effective teachers are always honing their skills, engaging students, and making learning relevant and meaningful" (p. 6). Teachers who are able to build relationships so that students feel safe and seen help students visualize themselves as successful learners capable of achieving difficult tasks.

Teaching is about so much more than giving content rich lessons that fill students' heads with knowledge; it is about relationships and the classroom culture, goal setting, feedback, and the opportunity to discuss and reflect on learning with students. It is a two way street where the teacher and the students are engaged in an individual and collective cooperative agreement; one where each participant works to be focused, constructive, and reflective to reach learning goals. The feedback teachers offer to their students must be robust and offer insights to misconceptions as well as opportunities to further and deepen understanding. Feedback is but another avenue to enrich the conversation between student and teacher. Individual student conferences offer a space for teachers and students to meet one on one to discuss student work, challenges, successes, goals, and reflections. Conferencing can be an effective modality for students to share

thoughts and information, receive feedback, and set learning goals for themselves with the guidance of a teacher who they trust.

Effective Teachers

From the first day of school, teachers play an integral role in the lives of their students. From the age of four to five years, children spend a large portion of their waking hours at school, with their teacher. Teachers who strive to have meaningful relationships with their students, built on understanding the holistic nature of the child in and out of the classroom, have students who are willing to perform, even when things are difficult. In *The Journal of Student Engagement* (2012), researcher Lauren Liberante notes that, “when teachers pursue positive relationships with students and tailor class work that enables students to construct their own meaning, students are more likely to behave and participate effectively in learning tasks” (Liberante, p. 5). Teacher relationships and the expectations teachers have for students play an important role in student achievement. It has been shown that students who are labeled as difficult or viewed as less able to achieve will often underestimate their own ability to find success in school and therefore underperform creating a sort of self-fulfilling cycle (p. 4). As cited by Liberante (2012), Churchill et al (2011) referenced the effective teacher’s ability to form relationships with their students by seeking to understand each student as an individual and finding opportunities to understand and connect with students’ interests, preferences, opinions, cultures and emotions, and plan for this in their teaching (p. 4). Merritt (2012), in her work researching classrooms with warm teacher-child relationships for *School Psychology Review*, noted that classrooms with close teacher child relationships “promote deep learning among students: children who feel comfortable with their teachers and peers are more willing to grapple with challenging material and persist at difficult learning tasks “ (p. 4).

In regards to social emotional wellbeing, the relationships that teachers build with individual students and the classroom culture they cultivate have a direct impact on students' social emotional wellbeing and their willingness to participate in learning. Liberante (2012) states, "The behavior that students exhibit within the learning environment is largely determined by their attitude towards the skills required of them, and their willingness and ability to engage in challenging tasks" (p. 4). Kimberly Schonert-Reichl (2017) explains that deep learning is cultivated in classrooms with nurturing teacher-child relationships along with social and emotional development (p. 139). From the findings of her study, Merritt (2012) reports that,

Cultivating meaningful, genuine relationships with students helps students build healthy social and emotional regulatory skills without which meaningful learning can not take place. Children require a sense of belonging, emotional wellbeing, and physical safety to learn. And the quality of the interactions teachers have with their students are critical to this development (Merritt).

Within these relationships, teachers are able to create a safe environment to share feedback with students, further nurturing their educational goals.

Feedback

Once a skilled and mindful teacher has taken time to cultivate the type of relationships and environment that fosters academic success, they are in a good position to capitalize on the feedback that they give to students. Feedback comes in many forms, from casual conversation, to discussions in lessons, to answering questions, or redirecting an observed misconception. Feedback can be verbal, written, or modeled and often takes the form of a mini-lesson which leads the student to back up a step and build off of a firm foundation to bring them toward a new understanding. Hattie (2007) found that effective feedback is specific, goal oriented,

constructive, encourages metacognition, timely, and builds a student's capacity to reflect on their learning (p. 88). Within the feedback structure, teachers help students strive toward reaching the next step in their learning.

However, not all feedback is created equally. Feedback does not always have a positive impact on student learning. Teachers need to be mindful to create a culture in the classroom that supports constructive dialogue and leaves students feeling supported and encouraged. Teachers must take into consideration the individual student and their needs, ensuring that the type of feedback is supportive and does not undermine the self-confidence of the particular student. Also, feedback that is not specific and focuses only on which answers are right or wrong does little to build student understanding and may be harmful or useless to the student in regards to building understanding. Feedback that is helpful is timely and focuses on student growth, or what the student can do. Opitz, in their 2011 study on delayed versus immediate feedback in language acquisition noted that students who receive timely feedback perform better on their work (p. 2). Hattie (2007), through his meta-analysis of feedback research, observed that negative feedback can discourage student effort and achievement. (p. 96) The types of feedback that are beneficial to students and effective from teachers help guide student learning, they are mindfully given, manage misconceptions, foster goals, and guide student learning.

Goal Setting

Guiding students through the process of goal setting is an important step toward helping students build autonomy. Hattie and Timperly (2007) found that effective feedback focuses on a specific goal that students are working toward and that used most effectively, feedback should focus on how the feedback they get will help them meet their goal (p. 95). When students set a goal for themselves, they are later able to reflect upon their progress and their level of success in

reaching their goal. This process of setting a goal, working toward it, and reflecting on the progress made helps students evaluate many factors that influence their achievement, such as work habits and time management, which fosters and builds autonomy. These are skills that students will refine throughout their academic career and carry forward throughout their lives. Goal setting helps students reflect on their achievement and allows them to begin taking ownership of their learning. They become a partner in guiding their own learning and develop self-regulatory skills through consistent practice. Self-regulation is an important skill for students to develop, one that takes the careful guidance of a keen teacher for most students to build successfully. Therefore, the teacher must model the skills that they want their students to employ, allowing them to develop these skills for themselves. Liberante (2012) states, “*a learning environment that promotes social networks and allows students to make connections and challenges them to make connections in their learning is critical to building autonomy and self-regulation for goal setting*” (p. 5). Schunk (2003) notes that a goal ‘*provides a standard*’ for students to gauge their progress (p. 167). This helps them both assess their progress toward their goal and their satisfaction with the result (p. 168). Setting goals with students during individual conferences, and evaluating these goals on a biweekly basis helps students begin to build this essential scaffolding in their elementary school years that will support them into their future. Schunk (2003) stated that,

Goals are integral components of motivation and learning. At the start of a learning activity, students have such goals as acquiring skills and knowledge, finishing work, and making good grades. During the activity, students observe, judge, and react to their perceptions of goal progress (p. 163).

Schunk (2003) also noted that “Self-evaluations of progress raise self-efficacy and sustain motivation. A perceived discrepancy between performance and the goal may create dissatisfaction and raise effort” (p. 171). For the elementary aged student, short term goals which can be achieved quickly may motivate students and have better results (p. 165). When students begin to see themselves succeeding and reaching their goals, they begin to build confidence in their abilities as a learner. This motivates them to continue setting goals and learning and helps them recognize their capabilities for future learning (p. 167).

Student Conferencing

Conferencing with students individually, on a scheduled basis, either weekly or biweekly, provides a framework to involve them in the learning process. In *The Power of Feedback*, Hattie and Timperly emphasize the importance of involving students in the learning process (p. 92).

The goal of individual conferences between teachers and students is to give feedback, have dialogue, and set goals. This supports students to become more effective learners and builds autonomy. In McCarthy’s study (2018) on conferencing in relation to literacy she noted that,

Strategic conferencing conversations with individual students allow teachers to be responsive to their needs in a targeted and supportive way... learning goals are negotiated by each student with their teacher so that success is achievable. Conferencing and goal setting has fostered a growth mindset in the literacy learning environment for all students. It has helped students celebrate their growth and improve their self-esteem around learning (p.3).

Hattie (2007) is careful to stress that feedback must be presented carefully, whether in a conference setting or any other interaction between teacher and student (p. 98). When feedback is given, there is a level of trust that must be maintained between the teacher and the student so

that the student sees it as an opportunity for growth rather than a condemnation of their thinking. Conferencing builds this relationship and creates a space for teachers to have important dialogue with their students. Feedback that is viewed by the student as negative or critical can do more to harm the student's view of themselves as a learner than it can to help.

Conferencing, used as a tool to deliver feedback and help set goals, can be very effective, if done well. Just as negative feedback can discourage student effort and achievement, constructive feedback can help students gain confidence and build a vision of themselves as a learner capable of achieving their goals. The relationship between the student and the teacher plays a role in student achievement. It is clear that classrooms are full of diverse learners with unique needs, and it is important that we take into account each individual student when giving feedback. Conferences allow teachers the opportunity to slow down and focus on each child's needs individually with the child as the center of the learning process.

Conclusion

Using conferencing as a tool to support student learning by sharing feedback, setting goals, and reflecting on progress is a model that holds promise for helping students gain autonomy, motivation, and feel successful as learners. Allowing students to reflect on their learning and self-report on their progress toward their goals puts them at the center of their learning. Constructive feedback, given in a timely manner by an effective teacher with solid student relationships has been proven to have a positive impact on student learning (Hattie, 2007). Effective teachers are always looking for ways to maximize the outcomes of the time they spend with their students. They holistically look at the child and seek to nurture them socially, emotionally, and academically with the most powerful tools they can use to leverage growth within the child.

Montessori Connections

Humans are born with a natural curiosity and motivation to learn, automatically engaging in the world around them, and working to make sense of the interconnected nature of things. This inquisitive nature begins at birth and is carried throughout life. A sense of belonging and understanding of their place in the world helps humans thrive and strive toward fulfilling their true potential. Maria Montessori understood this about human psychology and worked to create a method of education which nurtured this need to understand the world and our place in it while inspiring students to become lifelong learners in an environment that offered them choice and independence. Montessori philosophy and pedagogy offers children choice, values their dignity, and teaches them to explore content that is meaningful and relevant to them by offering them a framework with which they can begin to understand the big scheme of things, from the origins of the Universe to the coming of life, and development of cultures.

The idea of Montessori education is to feed the spark of curiosity that burns within a child when they are interested in learning about the world around them. It is a process of lighting the fire, not simply transferring knowledge from the teacher to the student as has been the case in much of traditional education throughout history. This traditional method of learning, for the student, is inadequate and ineffective, leaving them with little choice or ability to express their curiosities as a learner. Montessori believed that humans reached their greatest potential when allowed the freedom to exercise their ability to be self-disciplined and explore their curiosities through focused work. Children in a Montessori classroom have an uninterrupted, three hour work cycle, preferably, every day. During this time, students have choice over the learning they will engage in, which is deliberately and meaningfully called their “work”. While doing their work, the children are following up on lessons that they have been presented by their

teacher, or “guide”, and creating a “work” that will show their guide what they have learned and how they have extended their learning. Students work independently, or with other students, depending on their interests and goals in the given subject.

For this system to work in a classroom setting, a significant amount of scaffolding takes place to help students reach this level of autonomy. In the Montessori school, children are offered choice and autonomy from Children’s House (4k and Kindergarten), through Upper Elementary, and are taught to plan and monitor their work flow. Teachers, or guides as they are called in the Montessori classroom, provide structure and repetition to practice these skills. In *The Absorbent Mind*, Montessori once wrote: “What is the greatest sign of success for a teacher thus transformed? It is to be able to say, ‘The children are now working as if I did not exist (p. 283).’ ” Given the freedom of the Montessori classroom, effective use of these executive functioning skills becomes as much of a learning goal as the content shared in lessons themselves. These skills, ultimately, will help the child grow to their full potential in adulthood, both socially and academically, as they navigate the complexities of the world around them, able to manage and prioritize their time.

Montessori education is student driven, with the teacher acting as a guide following the student’s lead. The holistic approach, nurturing the whole child in regards to their academic, social, and emotional needs at any given stage are hallmarks of Montessori pedagogy. To facilitate this child centered learning, guides find time, throughout the work cycle, to meet with children individually or in small groups to discuss potential misconceptions, answer questions, and extend learning opportunities. These meetings, often taking the form of a mini-lesson or a reteach in some situations, are offered on an as needed basis, based on the guide’s observations of student work or student initiation through questioning. Often, this is where true, deep learning

takes place, as children are making sense of what they are learning and integrating their own understandings of how things work. These rich discussions help to support the natural curiosity of the child while offering them the support and encouragement to continue their exploration while considering the content of the discussion. This is regular practice in a Montessori classroom, and students are encouraged to have these conversations with the guide or with other students whenever possible.

The Montessori classroom supports the student's developmental need for growing responsibilities and expectations in an environment that is structured so that they know what to expect and how to succeed. It is growth rather than "grades" focused. Students are able to build deep relationships with their teacher and classmates, fostering a sense of belonging and purpose. The guide develops a keen understanding of each child as a learner, creating a very supportive and adaptive structure. In the Montessori setting, children are offered choices on work whenever possible, and complete self-assessments to reflect on their work, giving them a sense of pride and meaning in their work. In this environment, children are guided not led, and challenged yet supported, creating a fertile environment for independent, child driven learning. Students are encouraged to take leadership in their learning, working with peers as colleagues, which draws on the 9-12 year old's intrinsic motivation to work with others. The Montessori hallmark of freedom with responsibility cultivates the soul of the child, building dignity, independence, and confidence, shaping them as they continue on their lifelong journey through adulthood and beyond.

Children in Montessori classrooms are well suited to find purpose and meaning in the individual student conferencing. Conferencing is another tool available to the teacher to gather information from students, to help them set goals, and to encourage reflection on their goals. In

the Montessori classroom, it melds seamlessly with the pedagogical theory of child driven learning. The guide is there to create a structured environment and offer the student the support that they need to successfully complete self-directed learning goals. Offering the student a consistent time to conference individually with the teacher on a regular basis provides the opportunity to practice goal setting and reflect on their progress. This is a culmination of all of the work that Montessori guides do in a classroom setting to prepare the environment, provide lessons, model planning and time management, and offer choice while respecting the dignity of each child. This offers each child the opportunity to meet with the teacher and discuss outloud their goals and how successful they feel they were in accomplishing them, to reflect on what they might want to change or improve upon, and to set new goals for themselves.

The Montessori method for teaching is well suited to the 9-12 year old child, who is ready for independence, and able to work for longer periods of time on more complex works. Using the prepared environment to support their independence, Montessori learners are able to find challenges and success as the teacher guides them by presenting short lessons on concepts and skills they are ready to learn and apply to their work. Having a prepared environment with a predictable work period and schedule allows the child to practice executive functioning skills such as prioritization and time management which will prepare them well for the rest of their life's endeavors. Through conferencing, individual feedback is given and is an important tool that guides student learning. In conferences, the teacher takes time to meet with each student to discuss their work and their goals, helping to correct misconceptions and bolster understanding. Conferencing allows students a chance to get feedback, set goals, reflect, and adjust goals for the future. It helps foster their senses of agency and ownership and allows them to express their goals as a learner. As stated by Montessori in McTamaney's *The Tao of Montessori*, "It is

necessary for the teacher to guide the child without letting him feel her presence too much, so that she may always be ready to supply the desired help, but may never be the obstacle between the child and his experience.” (p. 76).

Research Questions and Purpose

This study was designed to answer the question, “to what extent do students feel that individual student conferences affect their ability to meet their academic goals?” The purpose of this study is to determine if students feel a positive impact on their ability to set and carry out goals if they participate in individual student conferences every other day six in a six day school cycle. My study looked at how individual student conferencing affects students’ perceptions of success in reaching academic goals they set for themselves. The literature tells us that individual student conferencing is a high leverage practice (Hattie, 2007), and I was curious as to whether this practice feels valuable to students when they partake in it; therefore, I sought to get student feedback on whether they felt more prepared or able to meet their goals after participating in individual student conferences. The process of goals setting and asking students to reflect on their achievement was, essentially, a tool that I used to measure whether or not students felt more successful and had a clearer picture how to meet their goals given individual student conferences. This study has an imbedded dialectical question which is, “How can I adjust my instruction based on the information that I learn in student conferences to be more effective and meet student needs?” This question is reflective and develops meant to develop and influence teaching as they study runs its course. To answer this question, the data collected in conferences was used to inform teaching, plan further lessons, guide and improve future conferencing, provide opportunities for community building, and inform classroom management to support student learning and goal achievement. In essence, while conferencing with students and giving feedback, I, as the teacher, am able to gain great insight from their goal setting process and their reflections. This insight helps to inform my teaching practices and management strategies to help support my students as I notice trends in the data. This is a dynamic aspect of the individual

student conference process that allows me to gain real time data through student feedback and align teaching practices to support students in achieving their goals.

Research Methodology:

This phenomenological study focused on the goal setting experiences of students while participating in individual student conferences. The study also reflects and adjusts to feedback given and insights gained at individual conferences for elementary students. The research follows a natural cycle of inquiry to learn about student perceptions of success meeting self-selected goals once individual conferencing began as a classroom practice. Data was collected quantitatively and qualitatively using pre-study surveys, conference forms, post-study surveys, and a teacher reflection form. The feedback obtained in the surveys and through individual student conferencing was used to inform the teacher of students' perceptions surrounding the attainment of personal goals they set in previous conferences. The final survey culminates the research by asking students their perceptions of whether they believe that individual student conferences benefited them in their ability to achieve their goals. Information gained throughout the process was used to inform the teacher of student needs, which helped create a process that would meet student needs more effectively as the study took place. For instance, feedback given at a conference about forgetting a goal could initiate the teacher's inspiration to post goals visually in the classroom, thereby adapting the practices of the conferencing outcomes to benefit students based on the discussions that were had during conferencing. The study was truly informed by the lived experiences of the students throughout the course of the study.

Research Design

Motivation: The motivation for this study was to gather information about student perceptions regarding the benefits of individual student conferences and the goals that are set in these conferences. Much is written about the efficacy of conferencing and goal setting as a high leverage teacher practice, but little is written about student perceptions of this process. I was interested to gather data regarding student impressions of the efficacy of conferencing in helping them to achieve their goals. In addition, we are in the midst of a global pandemic with SARS-CoV-2, and any information that we can gather from students about how teaching practices are impacting their ability to succeed during this trying time are invaluable.

Setting: This study took place in my upper elementary classroom in a midwestern Montessori school in western Wisconsin. The school has approximately 200 students and nine classrooms from Children's House through Lower Elementary and Upper Elementary.

Participants: Participants included twenty students in one classroom ranging in age from 9 to 12 years old. These students are in upper elementary which consists of grades four through six. In this classroom, there are four fourth grade students, ten fifth grade students, and six sixth grade students. All students had signed parent consent waivers (Appendix B) and participated in the study.

Process: The research project ran for 8 weeks from January 10 to March 7, 2022. It began with two whole group lessons on goal setting and conferencing. These lessons were meant to help the students share a baseline of understanding regarding goals, goals setting, purpose of goals, and what to expect at an individual conference. These lessons were followed by six weeks of individual student conferencing. The classroom runs on a six day schedule, so students met with

the teacher every other day 6, or once every twelve school days, which means that each student in the class completed three conferences during the span of the study. Students were broken up into two groups of ten randomly for the purpose of time management, the data was examined as a whole. Table 1 shows the process of the study in six day cycles beginning January 10, 2022. Table 2 explains the instruments used in the study.

Table 1*Study Timeline*

Week	Instrument and/or Tool	Description
Cycle 1	Lesson on Goals	This was a whole group lesson in which students <ul style="list-style-type: none"> ● brainstormed the definition and purpose of a goal ● discussed what makes goals meaningful and measurable ● conceptualized next steps when goals are or aren't met
Cycle 2	Lesson on Conferences Pre-study Survey (Appendix C)	This was a whole group lesson in which students <ul style="list-style-type: none"> ● learned the definition and purpose of a conference ● explored the structure of a conference ● gained understanding what to expect in the process of conferencing and their role Students answer questions in the pre-study survey to gain a baseline of data regarding their perception of goals, their use of goals, and their feelings of success with goals before the study.
Cycle 3	Individual Student Conference Form (Appendix D)	First individual conferences with Group A <ul style="list-style-type: none"> ● conference data is in Appendices G-Z ● met with ten students to conference
Cycle 4	Individual Student Conference Form	First individual conferences with Group B <ul style="list-style-type: none"> ● met with ten students to conference
Cycle 5	Individual Student Conference Form	Second individual conferences with Group A <ul style="list-style-type: none"> ● met with ten students to conference
Cycle 6	Individual	Second individual conferences with Group B

	Student Conference Form	<ul style="list-style-type: none"> ● met with nine students to conference ● one student was absent
Cycle 7	Individual Student Conference Form	Third individual conferences with Group A <ul style="list-style-type: none"> ● met with nine students to conference ● one student was absent due to illness
Cycle 8	Individual Student Conference Form Post-study survey (Appendix F)	Third individual conferences with Group B <ul style="list-style-type: none"> ● met with eight students to conference ● Students were absent

Instruments:

I used four instruments while conducting this study, a pre and post study survey, an individual student conference sheet, and a teacher reflection form. These instruments are shown in the left hand column of the table below, Table 2. The right hand column of Table 2, below, gives the rationale as to how and why the instrument is used.

Table 2*Summary of instruments: purpose and design rationale*

<p>Instrument 1: Pre-study Survey (Appendix C)</p> <p>Pre-Study Survey: <i>answer each question the best that you can.</i></p> <p>What helps you get your assignments done during work time?</p> <p>Do you plan ahead to decide what work you are going to do?</p> <p>What is a goal?</p> <p>Do you set goals for yourself?</p> <p>How do you feel when you achieve your goals?</p> <p>How do you feel when you don't achieve your goals?</p> <p>What helps you achieve your goals?</p> <p>Is it helpful when you get feedback from Ms. Sara about your work?</p> <p>Is it more helpful to get this feedback in a large group, like lesson, or individually?</p> <p>How confident do you feel each week that you will be able to get your work done and meet your goals?</p>	<p>This instrument is used to collect pre-conference data from students regarding their perceptions of</p> <ul style="list-style-type: none"> ● what helps them get their work done ● if they plan ahead ● their understanding of a goal ● their use of goals ● feelings surrounding goals ● feelings about teacher feedback ● how they like feedback to be delivered ● confidence surrounding goal attainment <p>This data (Appendix C) will provide a baseline when examining the post-study survey (Appendix D) and individual conference forms (Appendix F) at the end of the study.</p>								
<p>Instrument 2: Individual Student Conference Form (Appendix D)</p> <p>Student-Teacher Conference Form</p> <p>Academic Goal: Pick a piece of work that you'd like to set a goal for:</p> <table border="1" data-bbox="203 1396 876 1879"> <tr> <td data-bbox="203 1396 552 1512">What academic goal would you like to set?</td> <td data-bbox="555 1396 876 1512"></td> </tr> <tr> <td data-bbox="203 1516 552 1631">What strategies or tools will you use to achieve your goal?</td> <td data-bbox="555 1516 876 1631"></td> </tr> <tr> <td data-bbox="203 1635 552 1751">Do you know what you need to do to achieve your goal?</td> <td data-bbox="555 1635 876 1751"></td> </tr> <tr> <td data-bbox="203 1755 552 1871">What resources do you need to achieve your goal and do you know where to find them?</td> <td data-bbox="555 1755 876 1871"></td> </tr> </table>	What academic goal would you like to set?		What strategies or tools will you use to achieve your goal?		Do you know what you need to do to achieve your goal?		What resources do you need to achieve your goal and do you know where to find them?		<p>This instrument is used to gather information during individual student conferences with the teacher</p> <ul style="list-style-type: none"> ● students set an academic goal based on work that they have on their planner <ul style="list-style-type: none"> ○ they determine what strategies they will use to achieve their goals ○ think about what they will need to achieve their goals and who from ● students set a work habit goal that they can use in the next two cycles <ul style="list-style-type: none"> ○ they determine what strategies they will use to achieve their goals ○ think about what they will need to achieve their goals and how
What academic goal would you like to set?									
What strategies or tools will you use to achieve your goal?									
Do you know what you need to do to achieve your goal?									
What resources do you need to achieve your goal and do you know where to find them?									

What help might you need from me or your classmates?		<ul style="list-style-type: none"> ● students reflect on the success of their goals. This data is tabulated in Table 3 and illustrated in Figure 1 ○ they reflect on the success of their academic goal ○ they reflect on the success of their work habit goal
Notes:		
Self-Regulation: Healthy Work Habits:		
What healthy work habit would you like to focus on?		
How will you know if you are using this healthy work habit?		
How will you know if you achieved your goal?		
What help might you need from me or your classmates?		
Notes:		
Goal Accountability: Student Reported		
Academic		
Work Habits		
Instrument 3: Post Conferencing Reflections-Teacher (Appendix E)		The purpose of this form is for the teacher to collect reflections gathered during individual student conferencing <ul style="list-style-type: none"> ● data is tabulated in Table 5, teacher pauses after a few conferences to gather thoughts and reflect on observations and comment ● on themes between students
	Reflections on student conferences	
Cycle 1		
Cycle 2		
Cycle 3		
Cycle 4		
Cycle 5		
Cycle 6		

<p>Instrument 4: Post-study Survey (Appendix F)</p> <p>What helps you get your assignments done during work time?</p> <p>Do you plan ahead to decide what work you are going to do?</p> <p>What is a goal?</p> <p>Do you set goals for yourself?</p> <p>How do you feel when you achieve your goals?</p> <p>How do you feel when you don't achieve your goals?</p> <p>What helps you achieve your goals?</p> <p>Is it helpful when you get feedback from Ms. Sara about your work?</p> <p>Is it more helpful to get this feedback in a large group, like lesson, or individually?</p> <p>How confident do you feel each week that you will be able to get your work done and meet your goals?</p> <p>How do you feel about the feedback you get at conferences and the goals you set for yourself?</p> <p>Do conferences help you achieve your goals?</p> <p style="text-align: center;">Yes No Maybe</p> <p>Please explain your answer:</p>	<p>This instrument is used to collect post-conference data from students regarding their perceptions of</p> <ul style="list-style-type: none"> ● what helps them get their work done ● if they plan ahead ● of a goal ● their use of goals ● feelings surrounding goals ● feelings about teacher feedback ● how they like feedback to be delivered ● confidence surrounding goal attainment ● feelings about feedback given and goals set during conferences ● whether conferences help, might help, or are neutral in helping them achieve their goals <p>Examination of this data (Table 3) will illuminate trends or changes from baseline data collected prior to the onset of conferencing (Figure 1) (Appendix D) and individual conference forms (Appendix F) at the conclusion of the study.</p>
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Tools

Students were given two short mini-lessons on goal setting and conferencing so that they would begin conferences with at least the same basic understanding. Students were given a half-hour lesson on goal setting first, where they discussed what a goal was, why goals are helpful, situations where they already set goals for themselves, and how they feel when they achieve their goals. This discussion led to a conversation about reflecting on goals and goal revisions as well.

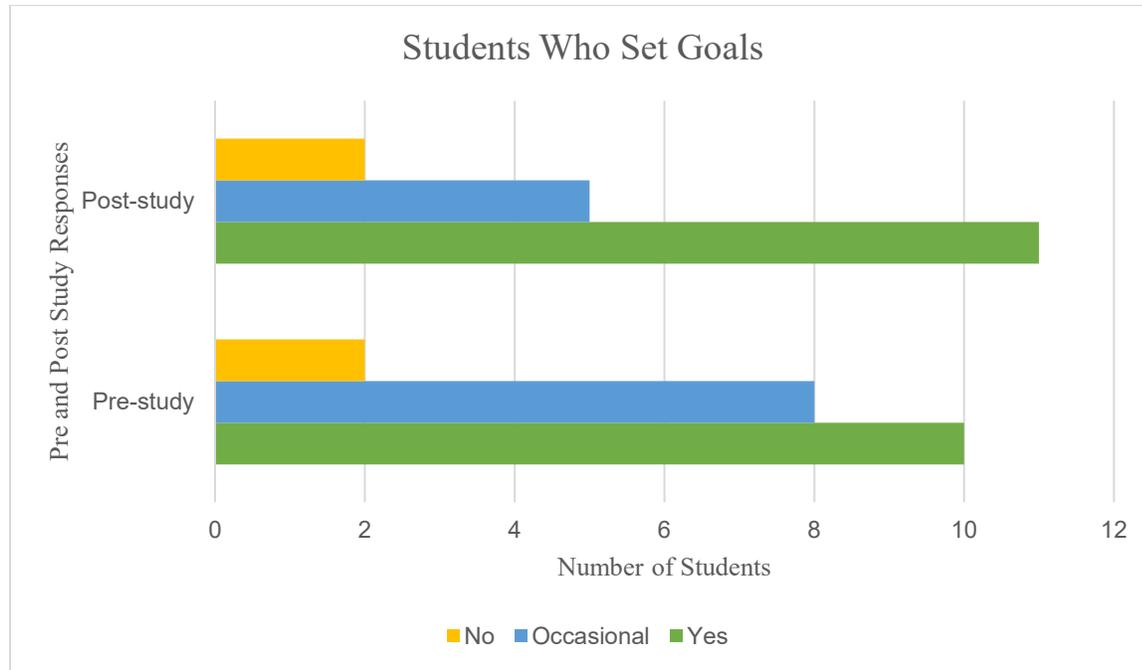
The second mini lesson, given during the next six day cycle, covered the topic of individual -teacher-student conferencing. There was a group discussion about individual teacher-student conferences that explained the basic premise behind conferencing, how it can help them

think about their work and set goals for themselves. The importance of a time set aside for the teacher and each student to meet individually was also discussed. Students were exposed to one of the teacher's purposes for the conferences; being able to track their self-selected academic goals and discuss any struggles or challenges they may encounter while pursuing their goals.

Data Results & Analysis:

The following data and analysis represent the results of my pre and post-study surveys as well as student self-assessment on goal realization. This research took place over the course of eight weeks, during which the goal was for each student to complete two mini-lessons on goals and conferencing as well as pre and post-study surveys and three individual student conferences. I will also share my reflections and informal observations regarding the surveys, conferencing, and goal realization as I have a close relationship with my students.

First, we will take a preliminary look at student self-reflection data in the first survey to see how many students self-reported that they already set goals for themselves. The first survey was given at the very beginning of the study, prior to student participation in individual student conferences. Students answered a variety of questions (Appendix C) about goals, feedback, and their feelings surrounding these measures. As shown in Figure 1, most students (18) report that they set goals for themselves at least some of the time. Only two students reported that they did not set goals for themselves before the conferencing portion of the study started. Student responses to survey questions regarding goal setting (Appendix G - Z) suggest that students are familiar with what a goal is; that they enjoy accomplishing their goals; that they are "happy" or feel "good" when they achieve a goal that they have set for themselves. They reported "bad" feelings of "disappointment" when they were unable to achieve goals they had set for themselves.

Figure 1*Self-reported student goal setting*

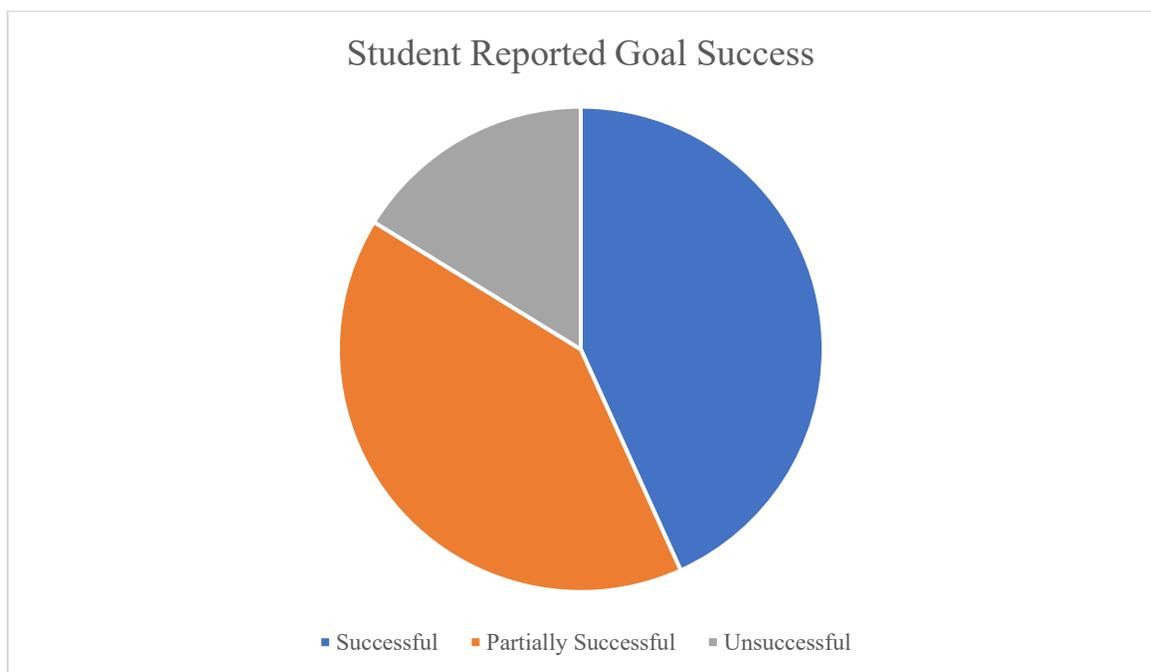
Other preliminary data showed that students also reported preferring individual rather than group feedback from me when working to correct a misconception. Out of 20 students surveyed (Appendices G-Z), 14 said they prefer to get feedback from me one on one. The other six students either preferred feedback in a small group lesson, or reported that it did not matter to them whether feedback was individual or in a group setting. As noted in the literature review, feedback given to students is a high leverage practice for teachers when it is done well. Done well, feedback that students gain from conferencing aids them in understanding their work and setting realistic goals; helping them to gain autonomy. Student data suggests students feel that individual student conferencing helps them and is viewed as an effective method to receive feedback. One potential benefit of individual student conferencing is that it offers an opportunity for every student to receive individual feedback in a scheduled, predictable manner. An added

benefit is that conferencing allows the teacher and student an opportunity to talk through student goals together.

Next, we will look at self-reporting of goal attainment by students after they took part in their conferences. Data was collected from all students who set goals, as reflected in Figure 2. In Figure 2, student perceptions of goal success are illuminated. Of goals that were set by students, 16 goals were reported as successful, 15 were partially successful, and six were reported as unsuccessful.

Figure 2

Academic Goal Success



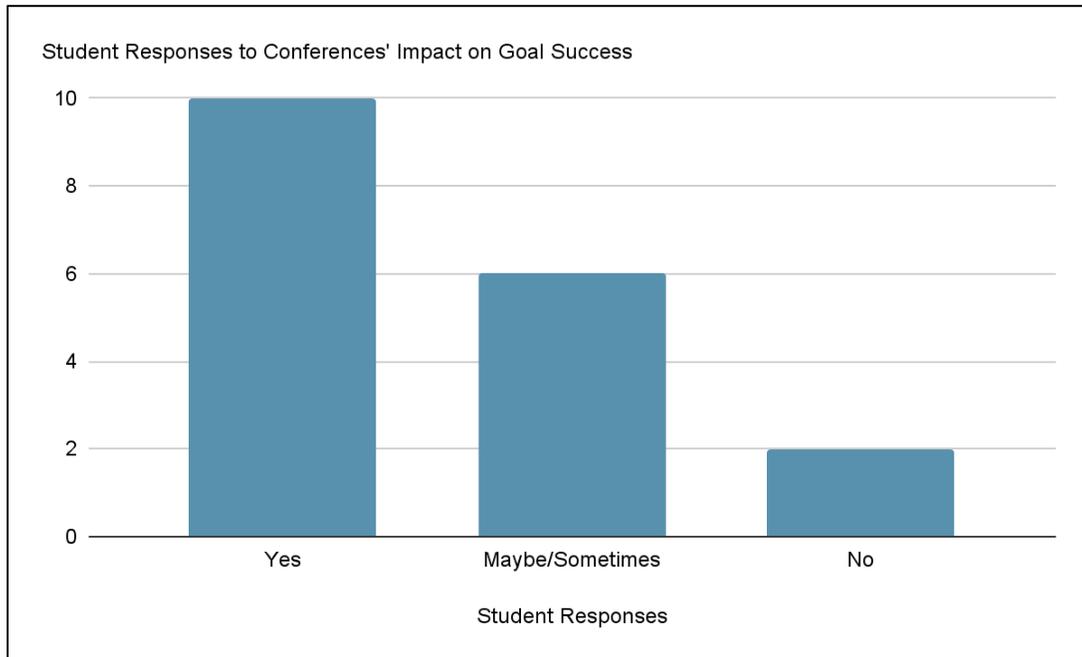
This data shows the results of Appendixes G-Z regarding student's perceptions of success in regards to goals they set during the course of the study. In total, students set 37 goals over the course of 6 weeks. Compiling and tabulating this data, trends begin to become apparent, as I see

which students report success, partial success, or lack of success in completing their goals. Out of the goals that were set, 16 goals were met successfully. The first trend that I noticed is that students who were successful in completing their goals had a strong correlation with the students who reported in the pre-study survey that they were already using goal setting practices on their own (Table 3, Figure 1). Fifteen more goals were met with some success, but for one reason or another, the students did not perceive themselves as totally successful in meeting their goals. If you look at the comment column of Figure 1, you can see that these students are often harsh judges of themselves, set lofty goals that would be hard to achieve, or were unable to fully complete their goal for reasons outside of their control. For these reasons, it is hard to quantify the goals as only partially successful from my vantage point as the students are just learning how to set successful goals for themselves, but this study is in regard to students' feelings about their goal achievement. Learning to set goals that are achievable, relevant, and in their control will take time for them to master and they will need to learn the art of reworking their goals as well.

Finally, we will look at the data regarding student reporting on whether or not conferencing helped them achieve their goals, which is the final question on the post-study survey (Appendix F). Figure 3, below, shows the results of this data collection. Of the 18 who completed the post-study survey, more than half stated that conferences did help them achieve their goals. About a third of the students thought that conferences might help them achieve their goals but were uncertain for some reason. Three students stated that conferences did not help them achieve their goals.

Figure 3

Conference Impact on Student Perceptions of Goal Success



Overall, students found conferences to be helpful in meeting their academic goals. (Figure 3). Ten students felt that conferences were helpful and could articulate reasons why they felt this way, such as “conferences help me in many ways, such as telling me what to work and improve on” or, “I like to look back at my work and set goals with Ms. Sara” (Appendix O). These students were able to see a correlation between conferencing and their ability to meet their goals. The process may have been reinforcing a structure that they had already begun to cultivate on their own, or it could have been introducing a new type of goal setting to them, a longer term goal. Perhaps setting the time aside to meet one on one and have an individual conference helped students build confidence in their ability to meet their goals. Just the process of talking through their goals could have been beneficial to them.

Of the students who said that conferences might help them achieve their goals, or sometimes help them achieve their goals, explanations for their responses varied (Appendices G-Z). One student felt unable to achieve their goals “because my work is always late and I can her never catch up on work” which, from my perspective, could be adjusted for her so that they feel more successful at completing work before they begin setting goals. This student, in particular, can become overwhelmed with their workload because they want to complete their work to the best of their ability but gets overwhelmed trying to complete it in the “right” way. They do not take chances as easily as their peers, and therefore often get stuck thinking about how they want to do something. If I can meet with them to discuss what they are working on, often they are able to talk through it and come up with a plan for completing the task they are working on. They are also always willing to help a friend complete their work, so they may set her work aside for some time which leads them to feel even more behind in their work.

The students who responded that conferences might help them achieve their goals, or sometimes help them achieve their goals had a variety of reasons for responding this way. One student said that “maybe” conferences help them achieve their goals because “I barely ever get my goals done, so I do not know.” This student is struggling to achieve their goals, so they can not accurately analyze whether or not conferences help them achieve their goals. Another student said that conferences “help me understand, but don’t help me in the situation.” This student is struggling to apply their goal when they are actually working through whatever academic goal they have set for themselves. This may not be a matter of conferences and their goal, it may be that they need to advocate for themselves and ask for help. From my perspective, this goal could be very useful in sparking a meaningful conversation with the student about what might help them “in the situation” and how they could support themselves so that they are able to

feel more successful and finish their task to achieve their goal. Clearly, a variety of supports or changes could very well help these students have a better understanding of how to achieve their goals and give a more definitive explanation of whether conferences help them achieve their goals; I will discuss this type of situation when I discuss the next steps this research could follow.

Based on the data collected in the post-conference survey (Appendix F), a majority of students were able to articulate that they found individual student conferences to be beneficial when working to achieve their goals. As mentioned, six students reported that conferences were somewhat helpful when working to achieve their goals, and two students did not feel that conferences were very effective to help them achieve their goals. This study was limited in duration and offers great opportunities for further research and reflection in my classroom. As adults we realize that a lack of success in completing the goal does not mean that the process was fruitless as students are learning how to tailor achievable goals through this process and are working to align their work habits with their goals. I will discuss this further in subsequent sections.

Dialectal Question

The dynamic “partner” question for my study was *“How can I adjust my instruction based on the information that I learn in student conferences to be more effective and meet student needs?”* As stated in the methodology section of this paper, this question is reflective in nature and asks me to take the data garnered through student responses collected in conferences and surveys and use it to inform my practices to better support student needs. It encourages me to consider, in real time, how I can use the information I am gathering from students to tailor my teaching, plan and inform further lessons, improve or personalize conferencing, adapt and apply

community building exercises, and build better classroom management to support student learning. Table 5, below, shares my reflections on the process of student conferencing. Conferences allow me the opportunity to share my feedback with students in a structured, more formal process than answering questions or impromptu reteaching throughout the school day does. I am able to gain insight from students about teaching and management strategies that I could use to help support their efforts in achieving their goals. For instance, many students commented that having a quiet workplace helps them focus and achieve their goals (Appendices G-Z). This helped to inform me that I need to ensure that students are offered an opportunity to work in an environment that is calm and not overly distracting. In my classroom, students are allowed the freedom of movement; they are free to move about our classroom to work with others or meet their needs. However, students may abuse this freedom from time to time and become disruptive or distracting to others. Usually, situations like this remedy themselves when another student encourages them to return to their table spot or to get back to work, but there are times when I have to step in to redirect the student back to their work. The information that I have gathered regarding students' reported need for a calm and quiet environment help to inform and support my choice to use this classroom management technique.

Table 3

Instrument 3: Teacher Post Conference Reflections

Wks	My narrative observations
Wk 1	Some students are natural at reflecting on their work while others need more coaching. Often they want to set goals that aren't really measurable, and for this first round, I've let them do this to a degree- for example- I want to take breaks when I feel stuck on a problem - how will they know if they are succeeding? They will try to tally how often they do it. This may or may not be reliable when trying to account for their success in

	meeting their goals, however, I will get an accurate measure of whether they feel that their goals are being achieved. Students had somewhat of a hard time coming up with goals and differentiating between work they needed to accomplish or work they wanted to extend their learning on and a work habit, because often they are intertwined.
Wk 2	It is hard for students to set goals this time around, perhaps because it is new. Some of the questions feel repetitive. Older students seem a bit more reluctant. Some goals are too big, some are too small or are not measurable in the timeframe we have. Some students are trying to record how much they focus so that it isn't just anecdotal when we meet again, but without my support in this endeavor I wonder if they will be able to be consistent.
Wk 3	Students enjoyed seeing whether or not they achieved their goals. They were fairly honest if they didn't reach their goals, whether they forgot about their goal, because this was new, or they weren't able to achieve their goal for some reason. Students were more comfortable coming to me for conferences, and some were anticipating them.
Wk 4	It would be helpful to have a bank of healthy work habits somewhere in the room that could help them choose new or different work habits. They rely on the virtues that they are familiar with to help guide them- organization, cleanliness, patience, etc which are also good. A word bank would help them expand even more.
Wk 5	Check in on goals sometime during the cycle until we meet again? Could they adjust? Would it be helpful to have students have an opportunity to check in on their goals on day 6 when the other group of students is reflecting? Students this round came up with academic goals much more readily as they were able to build off of their previous goals. Goals were more robust and work habit goals were further differentiated from their academic goals.
Wk 6	This final week of my study the students are quite used to conferences and ask to be first. Conferences go faster and feel more meaningful, we are able to have deeper conversations about work since we all know the process better.

Another change that I made as a result of student reflections in their conferencing sessions (Appendices G-Z) and from my own reflections (Table 5) was to have students record their goals on a 3 x 8.5 piece of cardstock and post them on the wall next to our door. The purpose was for students to take the time to record their goal themselves, as I am the scribe during our conferences, and to post it as a visual reminder in the classroom of the goal(s) they set for themselves for this conference cycle. This was added as a direct result to students sharing that they had forgotten about their goal between conferences. The duration between conferences

for each student is twelve school days, so it is easy to see how they might forget what goal they had set for themselves in conferences when so much happens in the days between them. I considered structuring something into our day where students would get out their conference folder and do a reflection but decided to start with this process as a simple visual reminder to see if the desired results of greater goal retention could be achieved through this simple, less time consuming process. An added benefit of this visual reminder is that students are able to see the goals set by their classmates, which could help them develop more robust ideas around goal setting as they are able to learn from their peers' examples. The ability to gain real time data through student feedback and my own reflections during this study have allowed me to make use of tools and strategies that align my teaching practices so that I can better support students in achieving their goals. This study continued to develop as it took place as I was able to adjust my teaching practices and physical environment to best support my students as they worked to meet their goals.

Limitations

The largest limitation of this study was the short duration of the conferencing portion. Due to my sample size, 20 students, I was only able to conference with each student three times. I could definitely tell that toward the end of the study, or around the third conference, students were becoming much more adept at setting goals and felt more comfortable with the conference process as a whole. I did get a good idea of how this process can be beneficial, how to adjust my teaching practices to better support my students, and how meaningful one-on-one time is with each student, but I felt we were just getting into a groove when the study ended.

Another limitation of the study was student understanding and ability to reflect on a process that was quite new to them. Again, due to my sample size, I was only able to meet with

students once every twelve school days, so they had a large amount of time between conferences. Meeting more often, perhaps every six days, could have provided them with more of an opportunity to build comfort and understand the process so that they could better reflect on how it did or did not benefit them when working to achieve their goals. The time span between conferences also impacted students' abilities to retain information from conferences and apply what they learned or discussed to their work so that they could meet their goals. Perhaps students who did not feel that they were able to fully achieve their goals or were uncertain whether conferences benefited them could have had a clearer understanding if they were offered more frequent conferences or there was a process for a mid-goal check in. Collecting and analyzing this data leads me to further questions that I would like to answer, or pursue as I continue student conferencing and goal setting in my classroom.

Further Steps

This research study offered abundant opportunities to gather information about the process of conferencing with students regarding their ability to achieve their goals as a result of these conferences. Reflecting on this process and tailoring teaching strategies for students is a natural next step which benefits all students in the classroom community. Following this study, conferences will continue in the classroom to support students and increase their efficacy. For students that reported conferencing as a beneficial practice, the process seems to be useful to them as it is, but continued reflection and refinement could make the process even more effective for them. Perhaps these students only need to formally conference once a month to check in on goal progress and they could self-monitor and track their own goals in between conferences. This could provide them an opportunity to develop goal skills independently while allowing the teacher more time to conference with students who benefit from a higher level of support.

Developing a system for students to check in, chart, and reflect on their goal progress on a scheduled basis is a goal for next year. For students who thought conferences might be helpful to them, but were unsure, perhaps there is a way to support them so that they can realize greater benefits from this practice, such as shorter goal durations or daily check-ins. These are strategies that I plan to implement in the next cycles of conferencing for students who need an extra layer of support to feel successful.

As the teacher in the next phase of conferencing, I see my role as one which supports students while they build their understanding of the goal setting process. Using conferences to have discussions about goals and goal setting with each student is beneficial and offers a unique opportunity to gain insight on student thinking and their ability to self identify, develop, and achieve their goals. Moving forward, conferencing will allow me to give differentiated feedback to students as we meet one on one and help me determine what further support they may need.

It was easy to see, from the data (Appendices F-Z), that students who were self-motivated reported more often that they were able to achieve their goals than students that were still working to develop this skill. For this reason, one of the next steps will be taking time to focus on the group of students who were unclear on whether conferencing was beneficial or who were unable to meet their goals to design a conference process that supports them in a more meaningful way. It might be necessary to meet with these students once every six days to develop a conference routine with them that is individualized and meets their needs. They may require more direction setting goals initially and then be able to set their own goals as they gain an understanding of how to develop, set, and achieve goals. These students might require more mini-lessons on goal setting to build awareness of SMART goals or build awareness of which areas of their academic study would benefit most from this formal goal setting process.

Furthermore, it was apparent throughout this study that some students set very lofty goals for themselves. These goals were often above and beyond what I would expect of them in our classroom, and hinged on some factors that were outside their control such as my ability to give additional lessons or their ability to find time due to unforeseen circumstances such as a heavy workload. In the process of this study, I did not intervene in student goal setting, I allowed them to set their own goals so that they would be able to learn throughout the process how to set a reasonable goal for themselves. In choosing to do so, some students definitely set goals that I realized would be very hard for them to achieve, however, I wanted their goals to be authentically their own, so their learning in this process could be personal and meaningful to them. In the future, when conferencing and setting goals with students it would be helpful to have a process we use to determine if their goal is achievable for them, something like a “SMART” goal to help them determine if the goal they are choosing is appropriate for them.

In addition to these further steps, I plan to add a social component to my conference meetings. An important component of overall student wellness and their feelings of success includes their social and emotional wellbeing. Allowing students the opportunity to set a social goal for themselves and reflect on it at each conference could be very beneficial for the student as they work through the process, and offers me an opportunity to gain insight into their social and emotional wellbeing in a more intimate way than I am often given for many students. In my experience, social and emotional experiences that are difficult to navigate and understand for students often take place outside of the classroom; when students are at lunch or recess. Taking the time to gain a more holistic perspective of the student through our conferencing sessions will allow me to continue to refine, structure, and provide a healthy and supportive learning environment for each child.

Conclusion:

Effective teachers use a variety of strategies to connect with and meet the needs of their students. They cultivate healthy, trusting relationships where students feel safe to take chances while learning in a supportive environment. These teachers use high leverage practices, such as feedback and goal setting, to help students realize their full potential as learners and members of a community in the classroom. In their 2007 meta-analysis of research on high leverage teaching practices Hattie and Timperly found that effective feedback focuses on a specific goal that students are working on, and that used most effectively, this feedback should focus on how to help them meet their goal (p. 95). Students who took part in this research study found individual student conferencing to be an effective tool to help them achieve their goals. Autonomy, independence, and self-actualization are tenants of the Montessori pedagogy which are supported and investigated in this study. Using individual student conferencing to meet with students, discuss their work, and support them as they set their own goals fosters all of these tenets that guide the student as they develop throughout their childhood and develop their full potential as an adult. Reflecting on student responses to surveys and information gathered in conferences, I was able to tailor my classrooms and lessons to better support students holistically as they worked toward meeting their own learning goals. This study is ripe for further investigation and naturally creates a cycle of inquiry in which the students and teacher are engaged in an ongoing, reflective process of learning and refining understanding and practices to best support student needs.

Appendix A:

Date: 4-15-2022

IRB #: IRB-FY2021-194
Title: Lallier.student.conferencing.study
Creation Date: 12-8-2021
End Date:
Status: Approved
Principal Investigator: Kateri Carver
Review Board: UW Institutional Review Board
Sponsor:

Study History

Submission Type	Initial	Review Type	Exempt	Decision	Exempt
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Key Study Contacts

Member	Kateri Carver	Role	Principal Investigator	Contact	kateri.carver@uwrf.edu
Member	Sara L'Allier	Role	Primary Contact	Contact	sara.lallier@my.uwrf.edu

Appendix B: Parent Consent Form



Informed Consent for Research Participation

IRB # __IRB-FY2021-194__

IRB Approval

Date __12/8/21__

Study Title: L'Allier.

Researcher Names	Department	Contact Information
1.Sara L'Allier	TED	sara.lallier@my.uwrf.edu
2. Kateri Carver	TED	kateri.carver@uwrf.edu

We are asking your child to participate in our research study. Participation is voluntary and you may withdraw your child at any time for any reason. If you choose not to participate or stop participating there will be no negative consequences to you or your child. Participating will not change anything about your relationship with the researchers or the school.

Overview of the Research

Purpose of the Study	What are student perceptions of regular conferencing in regards with their ability to achieve their goals?
What will your student be asked to do?	Students will fill out a pre-study survey about goal setting and feedback. Students will participate in two lessons teaching about goal setting and conferencing. They will also participate in bi-weekly individual conferences where they will work with Ms. Sara to set goals and receive feedback about their work and their goals. Students will be asked to fill out a final survey about goal setting, feedback, and the effects of conferencing on their goals.
Amount of time it will take to participate	<ul style="list-style-type: none"> ● pre-study survey- 15 minutes ● 2 lessons on goal setting and conferencing- 1 hour ● 3 conferences- 30 minutes ● post study survey- 20 minutes
Risks of participation	Although there is little risk associated with participation in this study, students may experience uneasiness reflecting on academic progress.

What we will do to reduce the risks	Students will be assured that this study is simply to help inform their teacher of what helps students feel successful in a classroom. There are no answers that are better or preferred and their participation is valuable and appreciated no matter what their feelings regarding feedback may be.
Benefits of participation	Students will gain insight into how conferencing and the feedback provided help them set goals and become more independent, focused, and effective learners. It may regulate feelings and help them feel less overwhelmed and provide a clearer picture of the student - teacher connection and common goal in the classroom learning environment. Students will have an opportunity to formally reflect on their learning.
If I don't want my student to participate in the study are there other options for me to get these services?	All students will participate in conferences and receive feedback. If they choose not to participate their reflections will not be used as data in this research project.

Confidentiality and Data Protection

Who will see the answers/information?	All student information will remain confidential and no names or identifying characteristics will be used when discussing the findings of this study. The information gathered will be used to complete an action research project which will be shared with advisors and review teams.
Where will the answers/information be stored?	After the study is complete, the data will be stored in the research document itself. Once it is aggregated, all identifying information will be removed.
How will the answers /information be protected?	Names will not be used on any data that is aggregated for this study. All identifying information will be removed prior to including the information in the final paper.

Protection of Human Research Subjects

If I have questions about this research I should contact:	Kateri Carver. Teacher Education Office: 233 Wyman Teacher Education Bldg Phone: 715-425-4283.
If I have questions or want to complain about my student's rights or how they were treated as a research participant I should contact:	Institutional Review Board Chair University of Wisconsin River Falls 410 S. Third St. River Falls, WI 54022 715-425-0629 irb@uwrf.edu

I agree to allow my child to participate in this study and understand I may quit at any time and/or skip or refuse to answer any questions.

Printed Name of Participant

Date

If participant is a minor or requires a Legally Authorized Representative:

Printed Name of Parent, Guardian or Legally Authorized Representative

Signature of Parent, Guardian or Legally Authorized Representative

Date

Appendix C: Instrument 1: Pre-Study Survey

Sara L'Allier
Conferencing Study
IRB# IRB-FY2021-194

Pre-Study Survey:
answer each question the best that you can.

What helps you get your assignments done during work time?

Do you plan ahead to decide what work you are going to do?

What is a goal?

Do you set goals for yourself?

How do you feel when you achieve your goals?

How do you feel when you don't achieve your goals?

What helps you achieve your goals?

Is it helpful when you get feedback from Ms. Sara about your work?

Is it more helpful to get this feedback in a large group, like lesson, or individually?

How confident do you feel each week that you will be able to get your work done and meet your goals?

Appendix D: Instrument 2: Conference Form

Sara L'Allier
 Conferencing Study
 IRB#IRB-FY2021-194

Academic Goal: Pick a piece of work that you'd like to set a goal for:

What academic goal would you like to set?	
What strategies or tools will you use to achieve your goal?	
Do you know what you need to do to achieve your goal?	
What resources do you need to achieve your goal and do you know where to find them?	
What help might you need from me or your classmates?	

Notes:

Self-Regulation: Healthy Work Habits:

What healthy work habit would you like to focus on?	
How will you know if you are using this healthy work habit?	
How will you know if you achieved your goal?	
What help might you need from me or your classmates?	

Notes:

Goal Accountability: Student Reported

Academic	
Work Habits	

Appendix E: Instrument 3: Teacher Post Conference Reflections

Sara L'Allier

Conferencing Study

IRB#IRB-FY2021-194

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Appendix F: Post- Conference Survey

Survey Two:

What helps you get your assignments done during work time?

Do you plan ahead to decide what work you are going to do?

What is a goal?

Do you set goals for yourself?

How do you feel when you achieve your goals?

How do you feel when you don't achieve your goals?

What helps you achieve your goals?

Is it helpful when you get feedback from Ms. Sara about your work?

Is it more helpful to get this feedback in a large group, like lesson, or individually?

How confident do you feel each week that you will be able to get your work done and meet your goals?

How do you feel about the feedback you get at conferences and the goals you set for yourself?

Do conferences help you achieve your goals?

Yes

No

Maybe

Please explain your answer:

- You will need to put your data (the excel sheet or whatever you used to record the data. Survey results go here. Each piece of data gets a new Appendix and is named accordingly, such as “Appendix G: Interview transcript from Interviewee A”
- You will also need to type up any handwritten notes, interview notes and place them here as well.
- All supporting evidence for your data analysis goes in the Appendices

Appendix G: Interview Transcript from Student 1

	Student 1 Pre-study Survey	Student 1 Post Study Survey	Conference Questions	Conference 1	Conference 2	Conference 3	Notes/Reflections
What helps you get your assignments done during work time?	asking questions	I don't get assignments done	What academic goal would you like to set?	I want to work on my math for 10 minutes everyday	Start Zearn earlier in the afternoon so he can work each day with Ms. Cindy	Do Typing, Reding, Zearn in the morning	
Do you plan ahead to decide what you are going to do?	Plan ahead with my planner	Yes, Kinda	What strategies or tools will you use to achieve your goal?	I could use a timer and work in the afternoon with Ms. Cindy after Mobymax	Start to work on Zearn around 1pm so when Cindy comes in at 1:25 they can do work together	set a time for these each day	
What is a goal?	when you try to get something done by a something	when you try to get something done	Do you know what you need to do to achieve your goal?	yes	Talk through work with Ms. Cindy and be ready when she comes in.	Work on these tasks each day	
Do you set goals for yourself?	I once set a goal for math once	not really	What resources do you need to achieve your goal and do you know where to find them?	Math packet and Ms. Cindy	My work- in my bin	Chromebook	
How do you feel when you achieve your goals?	I don't really care what I feel	I feel goodish	What help might you need from me or your classmates?	Some reminders to make sure I do it every day	Help with work, which is most important, prioritizing	set a timer	
How do you feel when you don't achieve your goals?	I haven't really had that happen to me	I don't really care	What healthy work habit would you like to focus on?	I would like to take 5 minutes breaks when I'm feeling stuck and then come back to work	focus	Taking breaks and walking around	
What helps you achieve your goals?	Ms. Sara helps me achieve my goals	Help from Ms. Sara	How will you know if you are using this healthy work habit?	If I do it when I'm stuck	Gently remind myself to focus when I find I'm off track	Take two walks during morning, one or two walks in the afternoon	
Is it helpful to get feedback from Ms. Sara about your work?	Yes, it helps me understand	Yes, Kinda	How will you know if you achieved your goal?	I can keep tally marks of how many times we use it in a day	When I turn in my work	actually take the walks, find all of the mindful activities	

<p>Is it more helpful to get this feedback in a large group, like lesson, or individually?</p>	<p>When I work with Ms. Sara alone</p>	<p>It is more helpful individually</p>	<p>What help might you need from me or your classmates?</p>	<p>Help not to take too long of breaks</p>	<p>Focused classmates</p>	<p>Bring someone with on a walk, timer</p>	
<p>How confident do you feel each week that you will be able to get your work done and meet your goals?</p>	<p>I feel kinda in the middle because sometimes I read too long and get behind on work</p>	<p>I feel kinda confidents each week</p>	<p>Goal Accountability Academic</p>	<p>Forgot about his goal but got math done</p>	<p>Worked sometimes-partially met goal</p>	<p>Flipped his independent work to the morning so he could work on follow up Ms. Cindy</p>	
<p>How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?</p>		<p>I feel good</p>	<p>Goal Accountability Work Habits</p>	<p>didn't remember to do this in a scheduled way, but he did take breaks. He did not keep track</p>	<p>did not meet goal- still hard to focus</p>	<p>did not meet goal- no walks</p>	
<p>Do conferences help you achieve your goals?</p>		<p>no</p>					
<p>explain</p>		<p>because my work is always late and I can never catch up on my work</p>					

Appendix H: Interview Transcript from Student 2

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	no distractions or tiny distractions	goals help me get my work done during work time		What academic goal would you like to set?	want to get my work done on time- things are piling up	I want to keep getting work done on time so I can do other things that I want to do	trying my hardest on my work	even though they did not identify conferences as particularly helpful, they did identify feedback as helpful, and were able to achieve their goals.
Do you plan ahead to decide what you are going to do?	Yes, I do prioritize	Yes, I do that		What strategies or tools will you use to achieve your goal?	focusing and prioritizing work, organizing day	focus and use time management	have my brain straight and not get sidetracked	
What is a goal?	Goals are something you are planning to achieve, for example, I am going to save my money, I can buy a car	A goal is something you want to achieve, like Timmy wants to play less video games		Do you know what you need to do to achieve your goal?	yes	Do work and then do the "fun" stuff	have my brain straight and not get sidetracked	
Do you set goals for yourself?	Yes, I do set goals for myself, like trying my best using grammar	Yes		What resources do you need to achieve your goal and do you know where to find them?	planner, schedule	just things for follow up and my brain	Lessons, more peaceful environment	
How do you feel when you achieve your goals?	When I achieve my goals, I feel good	well, most of the time you feel good but occasionally you can feel bad		What help might you need from me or your classmates ?	classmates quiet, not obnoxious and getting off task. just needs to power through, knows what to do	nothing really	more peaceful environment, work in hall if it is loud	
How do you feel when you don't	disappointed	you feel either good, bad or both		What healthy work habit	focusing	prioritizing	perseverance	

achieve your goals?				would you like to focus on?				
What helps you achieve your goals?	little to none distractions	concentration and perseverance		How will you know if you are using this healthy work habit?	reflecting on day and making sure I was focused more than I wasn't	work before fun activities, knowing which work to do first	trying my hardest on work most of the time	
Is it helpful to get feedback from Ms. Sara about your work?	Yes	Yes, it absolutely is		How will you know if you achieved your goal?	refocus, check time, take little breaks when I need to	when I have a bunch of perler beads done - ie: I got to do fun things	If I have most of my work done	
Is it more helpful to get this feedback in a large group, like lesson, or individually?	individually	it is best to have a bit of both		What help might you need from me or your classmates?	not distracting me	Mostly just a good place to work	quiet work space, encouragement, answer questions	
How confident do you feel each week that you will be able to get your work done and meet your goals?	I feel pretty good	It depends on what's happening		Goal Accountability Academic	I got this done- I am caught up	felt success- I have been getting work done on time, but I haven't had a ton of free time		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		I feel good about the feedback I get at conferences and the goals I set for myself		Goal Accountability Work Habits	I was able to focus	felt successful, lessons have been fun		
Do conferences help you achieve your goals?		No						
explain		Usually I do good on my work so it doesn't really help, but it doesn't hurt						

Appendix I: Interview Transcript from Student 3

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	setting a time limit for me	friends to talk to?		What academic goal would you like to set?	take a 10 minute break when I feel frustrated	Staying caught up with History- Ancient Rome	manage my work without feeling overwhelmed	didn't correct academic goal 1 because it was our first goal setting meeting, even though it was more of a work habit goal.
Do you plan ahead to decide what you are going to do?	yes, I write in my planner	Most of the time		What strategies or tools will you use to achieve your goal?	Actually pause and take a break if I am feeling frustrated	Use planner, plan out my time	maybe a break, let things go, ask for help	would have been good to go back and see what the kids thought about their last goals
What is a goal?	to say you're going to do something	planning to do something in a certain amount of time		Do you know what you need to do to achieve your goal?	yes	stayi in touch with Ms. Sara if feeling behind		
Do you set goals for yourself?	I try to	yes		What resources do you need to achieve your goal and do you know where to find them?	timer or clock	website for research and the lesson	lessons, work, chromebook	
How do you feel when you achieve your goals?	I feel good	Good		What help might you need from me or your classmates ?	maybe reminders	working partners, quiet, less interruptions	check in with her to see how she is doing	
How do you feel when you don't achieve your goals?	I feel kind of angry at myself or overwhelmed	overwhelmed		What healthy work habit would you like to focus on?	staying organized	breaks to help with stress	If History feels like too much, talk to Ms. Sara	
What helps you achieve your goals?	writing it down on paper	I do not know		How will you know if you are using this healthy work habit?	my bin and desk will be organized	at least one break every morning or afternoon	I'll check in with self and ask for help if I need it	

<p>Is it helpful to get feedback from Ms. Sara about your work?</p>	<p>Yes, very</p>	<p>Yes, it is</p>		<p>How will you know if you achieved your goal?</p>	<p>If I can find the stuff that I need</p>	<p>feel less stressed even when there is a lot of work</p>	<p>get history done without too much stress or ask for a change in my goal</p>	
<p>Is it more helpful to get this feedback in a large group, like lesson, or individually?</p>	<p>I like it individual better</p>	<p>Individually</p>		<p>What help might you need from me or your classmates?</p>	<p>might need help to remember to clean and organize if I had a lot of work out</p>	<p>reminders - check-ins</p>	<p>encouragement to know it is okay to let things go sometimes</p>	
<p>How confident do you feel each week that you will be able to get your work done and meet your goals?</p>	<p>I am not confident at all, and I do not think I can meet my goal</p>	<p>not very often</p>		<p>Goal Accountability Academic</p>	<p>didn't feel like I had time to take a break because I had work</p>	<p>She finished ancient Rome with a partner</p>		
<p>How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?</p>		<p>I feel good</p>		<p>Goal Accountability Work Habits</p>	<p>organization stayed the same</p>	<p>didn't take breaks because she felt like she had too much work</p>		
<p>Do conferences help you achieve your goals?</p>		<p>maybe</p>						
<p>explain</p>		<p>I barely ever get my goals done, so I do not know</p>						

Appendix J: Interview Transcript from Student 4

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	setting a due time, more for myself I guess	planning my day out		What academic goal would you like to set?	have a time each day when I can take a break to do art or a project that isn't one of my works to calm and refocus	set 10-15 minutes aside where I can take a break	long division	she set the same goals the first and second time even though she wasn't successful the first time- awesome opportunity to try again and reflect on what works and what doesn't work
Do you plan ahead to decide what you are going to do?	in planner time, morning routine, yes	Most of the time		What strategies or tools will you use to achieve your goal?	work the rest of the day on work so I earn it, and if I don't maybe wait for tomorrow	work the rest of the day on work	ask before lessons, or during Zearn	would have been good to go back and see what the kids thought about their last goals
What is a goal?	to set or tell yourself, "hey, I should do ___ and here's a good time to do it"	planning ahead for yourself		Do you know what you need to do to achieve your goal?	check in with myself to see if i've earned a break or if it seems reasonable	check in with self to see if I've earned it	every other day do one problem with Ms. Sara	
Do you set goals for yourself?	sometimes, I do try to though	sometimes		What resources do you need to achieve your goal and do you know where to find them?	art supplies/space	art supplies, space	time to work with Ms. Sara, whiteboard, marker	
How do you feel when you achieve your goals?	happy, I love making checkmarks	like I don't want to set another		What help might you need from me or your classmates ?	help with math when I don't understand it- help from classmates is nice because it doesn't feel "on the spot"	help from classmates on work	answer questions	
How do you	disappointed	fine		What	organizing	organizing	moderation	

feel when you don't achieve your goals?	in myself, depressed			healthy work habit would you like to focus on?	my day/work	my day/work	and balance	
What helps you achieve your goals?	writing it down on paper and keeping it by me	planner, my morning routine		How will you know if you are using this healthy work habit?	following planner, sorting through work that is more important	following planner, sorting through what work is most important	feel generally relaxed while working, not overwhelmed	
Is it helpful to get feedback from Ms. Sara about your work?	yes, but then I feel a little stressed	kind of, sort of, I don't know		How will you know if you achieved your goal?	I will check in on my planner and mark it off. I might feel better about my work	I can make my breaks on my planner	feeling overwhelmed only once or twice	
Is it more helpful to get this feedback in a large group, like lesson, or individually?	Individually, I don't know why	large group		What help might you need from me or your classmates?	help setting times to do things sometimes	help setting times to do things	answering questions	
How confident do you feel each week that you will be able to get your work done and meet your goals?	no confidence at all, I do end up meeting my goals sometimes	on a scale of 1-10, 5		Goal Accountability Academic	took some breaks, this was a hard goal because our school week was weird	kind of forgot my goal but was still able to do some work I like and some work I don't like	did not do long division problems	
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		like it is hard to achieve		Goal Accountability Work Habits	I tried to meet my goal but my work was hard	I used the board a lot for things to do	felt more balanced	
Do conferences help you achieve your goals?		yes, no, maybe						
explain		I don't know						

Appendix K: Interview Transcript from Student 5

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	when everyone at my table is quiet and doesn't talk about non-essential stuff	focusing really hard and the classroom being quiet		What academic goal would you like to set?	to be caught up on work and start a new independent study	to finish three math works- line plots and two more and finish history on ancient Rome	Finish volume math- cereal or toy boxes. Finish Mayan work and calculations	he is very honest and pushes himself to do even more-like "used my time wisely but could have done more"- I would call this an achievement, but he sees room for future improvement .
Do you plan ahead to decide what you are going to do?	Yes, when something is due and I finish it I plan ahead and go straight to another work	ya, it if very useful, I've done it many times		What strategies or tools will you use to achieve your goal?	make good use of time	use my time wisely- stay focused on my work	save science for when I have time	
What is a goal?	a goal is an achievement that you want to complete. For example, "my main goal is to beat my brother at the arcade"	a goal is something you set up and try to finish at a certain time		Do you know what you need to do to achieve your goal?	yep	yes	yes, manage time wisely	
Do you set goals for yourself?	yes, I do that very often	yes, I do, but they are basic		What resources do you need to achieve your goal and do you know where to find them?	information from internet	lessons on math and ancient Rome	work and notes	
How do you feel when you achieve your goals?	I feel happy and excited inside and motionless on the outside	I feel good and calm and great		What help might you need from me or your classmates ?	help on math from CN or Ms. Sara	help answering questions I might have	help with volume- new sheet?	
How do you	I feel normal	I feel normal		What	prioritizing	Use my time	manage time	

feel when you don't achieve your goals?	and am like okay	and say that I will try again next time		healthy work habit would you like to focus on?	work and using time wisely	wisely	wisely	
What helps you achieve your goals?	making sure I am on task and don't get distracted	calming music and breaks		How will you know if you are using this healthy work habit?	I'll catch up on work	If I'm researching and actually doing my work	stay focused on work- fill time with meaningful work	
Is it helpful to get feedback from Ms. Sara about your work?	yes, it helps me think and do better next time	yes, it helps me think		How will you know if you achieved your goal?	If I'm half way through math and finished my history	turn in quality work I am proud of on time	turning in quality work I am proud of, not getting off track with chromebook	
Is it more helpful to get this feedback in a large group, like lesson, or individually?	I like to get feedback individually, I like to share it with one person	I like it to happen individually		What help might you need from me or your classmates?	keep doing planner, help to get back on or stay on task	headphones, quiet work place, reminders	gentle reminders	
How confident do you feel each week that you will be able to get your work done and meet your goals?	I feel super confident for me, my classmates, and my friends	very confident, I usually work with others to increase my confidence		Goal Accountability Academic	didn't finish goal because he was sick	met goal in history, has one more math lesson to do		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		Good, it is very useful to have		Goal Accountability Work Habits	yes, I completed my goals	turned in work he's proud of but didn't use time as wisely as he'd like to		
Do conferences help you achieve your goals?		yes						
explain		conferences help me in many ways, telling me what to work						

		and improve on.						
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Appendix L: Interview Transcript from Student 6

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	focus and not being hungry	Help from my teacher and classmates		What academic goal would you like to set?	finish history-big work	work on Greek gods and goddesses paper- on 19th god before next Wednesday	long division	
Do you plan ahead to decide what you are going to do?	yes, I make a list of what I need to work on and then I work on it	Yes, I think of the work that is the latest and then just go up the list		What strategies or tools will you use to achieve your goal?	look for information and move on if I can't find info on a topic	work with IJ, staying focused, not getting distracted	ask before lessons, or during Zearn	
What is a goal?	to work hard on my work and get all of it done	to get done with most of my work		Do you know what you need to do to achieve your goal?	focus a lot and get down with math	use time wisely- keep working on it	every other day do one problem with Ms. Sara	
Do you set goals for yourself?	yes	yes, my goals are work so I set a goal to get done with a work and go on to the next work		What resources do you need to achieve your goal and do you know where to find them?	good websites on ancient Chinese accomplishments	paper, pencil, notes, IJ	Learn more about writing and punctuation	
How do you feel when you achieve your goals?	good	accomplished		What help might you need from me or your classmates?	help searching for websites, sentences, topic and ending	quiet, peaceful classroom	lessons or a website	
How do you feel when you don't achieve your goals?	sad, but I know that I tried my hardest	kinda sad, but I know I tried my best and can finish tomorrow		What healthy work habit would you like to focus on?	focus and perseverance	focus and persevere	focus	
What helps you achieve your goals?	working peacefully while trying to achieve it	if the room is quiet and if I am in a working mood		How will you know if you are using this healthy work habit?	I'll get done with work, most of it	I'll get done with my work	I'll keep working on focusing even more	
Is it helpful to get feedback?	yes, because I feel more motivated to	yes, it makes me accomplished		How will you know if you	same as above		by how I feel when I reflect on it	

from Ms. Sara about your work?	sorta top what I did	d		achieved your goal?				
Is it more helpful to get this feedback in a large group, like lesson, or individually ?	individually	individually		What help might you need from me or your classmates ?	less interruptions, quiet in the room, if others focus they are quieter	less interrupting and quiet in the classroom	gentle reminders	
How confident do you feel each week that you will be able to get your work done and meet your goals?	usually, pretty confident	pretty confident		Goal Accountability Academic	finished history- met goal	yes- we added even more		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		I know I can make the goals I set for myself, so good?		Goal Accountability Work Habits	very focused- finished it all in one day	yes		
Do conferences help you achieve your goals?		maybe						
explain		??						

Appendix M: Interview Transcript from Student 7

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
What helps you get your assignments done during work time?	working and finishing one work at a time	he was gone when the second survey was administered		What academic goal would you like to set?	to learn how to read and write decimals	Learn to add and subtract decimals, multiply maybe	Learn long division- how to record it	maybe it would be helpful to post goals in the room for students each week- they write them down and post them by their name?
Do you plan ahead to decide what you are going to do?	mostly, but sometimes I don't			What strategies or tools will you use to achieve your goal?	I could work on this 15-30 minutes a day, decimal board and labels	decimal board	lesson- help from friend	conference2- it is difficult for kids to achieve their goals when they require a lot of support outside of the lessons we are teaching. Maybe help them tailor their goals so they are more achievable.
What is a goal?	my goal is to be good at long division by the end of 4th grade			Do you know what you need to do to achieve your goal?	set a time to focus on just decimals	work on it 1-2 times in a 6 day cycle- take initiative	work on it 10 min each day	students generally know what work habits they need to work on - it is interesting to see their strategies to meet their goals evolve through this process
Do you set goals for yourself?	sometimes, but mostly I do not			What resources do you need to achieve your goal and do you know where to find them?	decimal board, labels, maybe abcya decimals	decimal board	lessons, support from other students	

How do you feel when you achieve your goals?	happy and proud			What help might you need from me or your classmates ?	Introduction from Ms. Sara, help from classmates to read decimals	a lesson or website	lessons, support from other students	
How do you feel when you don't achieve your goals?	I don't feel good but I don't get mad at myself			What healthy work habit would you like to focus on?	nto sitting by friends so I can focus more when I need to get work done	focus	focus	
What helps you achieve your goals?	working on one thing at a time			How will you know if you are using this healthy work habit?	when I choose not to sit by my friends to do work	it works to sit at my table spot, or separate from fiends when I want to focus	listen to music when I'm working or find a spot away from friends	
Is it helpful to get feedback from Ms. Sara about your work?	yes, but I don't care if she doesn't give me feedback			How will you know if you achieved your goal?	I could keep track of how often I do this	I will use this strategy to get my work done	I can focus more without having reminders	
Is it more helpful to get this feedback in a large group, like lesson, or individually ?	I don't know, but I would prefer individually			What help might you need from me or your classmates ?	I need my friends to understand and reminders if Ms. Sara thinks of it	a quiet work place	not to interrupt me when I am focused	
How confident do you feel each week that you will be able to get your work done and meet your goals?	I feel confident that I will get my work done			Goal Accountability Academic	he achieved this goal and knows how to read and write decimals	didn't know how to add and subtract		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?				Goal Accountability Work Habits	he sat at his table spot when he had work to get done	didn't do as well as he would have likes		
Do								

conferences help you achieve your goals?								
explain								

Appendix N: Interview Transcript from Student 8

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	I try to focus as hard as I can and achieve my goals	doing it with friends		What academic goal would you like to set?	finish unit 6 in math	finish unit 6- maybe a lesson every other day	move onto unit 7, do 4-5 lessons	
Do you plan ahead to decide what you are going to do?	yes, so I get the work and then know what to do when I am done	yes, I do plan ahead for work		What strategies or tools will you use to achieve your goal?	working with friends/independence	time management to find work time for math	work with CW	
What is a goal?	A goal is like where you want to get a work done every day, that is a goal	finish unit seven in math		Do you know what you need to do to achieve your goal?	working on math- pacing myself	yes	set time aside for math daily	
Do you set goals for yourself?	yes, and there are some goals that people don't have that I have	yes		What resources do you need to achieve your goal and do you know where to find them?	lessons and problems from ms. sara	lessons	lessons	
How do you feel when you achieve your goals?	pretty good, I feel happy and I can do stuff I want to do	I feel good		What help might you need from me or your classmates?	help to work through problems	help/lessons when necessary	answer questions	
How do you feel when you don't achieve your goals?	pretty sad, because not getting work done is not good	fine		What healthy work habit would you like to focus on?	focus	focusing	focus/getting back on track	
What helps you achieve your goals?	what is the best thing is focus	work with friends		How will you know if you are using this healthy work habit?	I will make progress toward my goal	get back on track without reminders	get back on track without reminders	

<p>Is it helpful to get feedback from Ms. Sara about your work?</p>	<p>yes, it is very helpful when we work together on something and I can understand it better</p>	<p>yes it is helpful</p>		<p>How will you know if you achieved your goal?</p>	<p>I got myself back on track</p>	<p>feel more calm and relaxed</p>	<p>if you can get back on track on own or after only one reminder</p>	
<p>Is it more helpful to get this feedback in a large group, like lesson, or individually?</p>	<p>in lesson</p>	<p>they both are helpful</p>		<p>What help might you need from me or your classmates?</p>	<p>not having people disrupt me when I'm on track</p>	<p>less interruptions respect work time</p>	<p>less interruptions , respect work time</p>	
<p>How confident do you feel each week that you will be able to get your work done and meet your goals?</p>	<p>I feel best about getting them done and I am used to getting them done</p>	<p>very confident</p>		<p>Goal Accountability Academic</p>	<p>on lesson 11 out of 18, made good progress</p>	<p>made it to lesson 14/17, busy with other work, but it still feels good</p>		
<p>How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?</p>		<p>good</p>		<p>Goal Accountability Work Habits</p>	<p>going OK</p>	<p>I could get back on track but it took a while</p>		
<p>Do conferences help you achieve your goals?</p>		<p>yes</p>						
<p>explain</p>		<p>because I check how far I am from completing my goals</p>						

Appendix O: Interview Transcript from Student 9

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
What helps you get your assignments done during work time?	having a quiet work space	a peaceful work space		What academic goal would you like to set?	Getting all of my history done on time	Getting work done close to the time it is due		spreadsheet data is more easily analyzed-good format for this going forward-have them fill out a google form before they meet with me?
Do you plan ahead to decide what you are going to do?	I do because it helps me know what I am gonna do	yes it helps me work and I know what I'm gonna do		What strategies or tools will you use to achieve your goal?	quiet workspot without distractions	focusing on work, reading after work I do instead of before		
What is a goal?	something you set out to do	something you plan to do		Do you know what you need to do to achieve your goal?	focus and study	good time management and persevere even when there's a lot of work.		
Do you set goals for yourself?	I do because it helps me remember	yes, so I know what I wish to do		What resources do you need to achieve your goal and do you know where to find them?	a good website on Greek mythology	good websites and yes, I can find them		
How do you feel when you achieve your goals?	I feel happy because I did what I set out to do	I feel good that I did what I set out to do		What help might you need from me or your classmates ?	answer questions when I have them	help answering questions I have about work		
How do you feel when you don't achieve your goals?	I feel sad because I didn't do the goal that I set up for myself	I feel disappointed I didn't do the goal I set		What healthy work habit would you like to focus on?	A good balance between work and calming activities that help reduce stress	producing quality work-"doing my best on my work"		
What helps you achieve your goals?	a peaceful place to work	a peaceful work space to help me		How will you know if you are	I will feel calm and focused	If I feel calm and I'm getting work		

		think		using this healthy work habit?		done		
Is it helpful to get feedback from Ms. Sara about your work?	sometimes but not always	sometimes, but mostly not		How will you know if you achieved your goal?	I will get my work done without being too stressed out	If I turn work in and it is something I am proud of		
Is it more helpful to get this feedback in a large group, like lesson, or individually?	I like one on one feedback	I like to get feedback alone		What help might you need from me or your classmates?	respect of need for calm and quiet	quiet and calm work space without many distractions		
How confident do you feel each week that you will be able to get your work done and meet your goals?	I feel confident that I will work hard to achieve my goals	most of the time I feel pretty confident		Goal Accountability Academic	achieved his goal-switched to a poster			
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		I feel pretty good		Goal Accountability Work Habits	was able to get work done without being stressed			
Do conferences help you achieve your goals?		yes						
explain		I like to look back at my work and set goals with Ms. Sara						

Appendix P: Interview Transcript from Student 10

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	peace and quiet, respect and focusing	music, reading also helps when I'm unfocused		What academic goal would you like to set?	reading more educational books on a new topic to learn more words	Imaginary Island- write two biomes each day next week	work towards lesson 6.12 in math	this student could use a different kind of goal from conferences- then they would feel they are more applicable to every day work.
Do you plan ahead to decide what you are going to do?	most of the time I plan it out when I wake up and when I get to school I write it down on my planner	sorta, usually when I wake up I kinda think what I have to do		What strategies or tools will you use to achieve your goal?	try to read older books like Sherlock Holmes because the words are different	start working on Imaginary Island by 10:30	work with friends, listen to music, try to stay healthy	
What is a goal?	to make a priority	A task that you want to finish		Do you know what you need to do to achieve your goal?	go to the library and look for a new book	yes	stay on task, work on math each day	
Do you set goals for yourself?	I'd like to think so	not really, more of small tasks		What resources do you need to achieve your goal and do you know where to find them?	library and book	chromebook to look up information	lesson packets, earbuds, help from friends, water bottle	
How do you feel when you achieve your goals?	successful and satisfied	good, it's nice when you finish something		What help might you need from me or your classmates ?	quiet time to read, encouragement rather than competition	help answering questions- talking things out with classmates, patience from classmates	help with problems when needed	
How do you feel when you don't achieve your goals?	fine, most of the time it's because I'm not finished with a work	a little disappointed, but I know I'll finish it the next day		What healthy work habit would you like to focus on?	focusing	keeping everything organized and restraining myself from reading too	stay on task, keep doing what I'm doing	

						long		
What helps you achieve your goals?	peace and quiet, respect and focusing	music and peacefulness		How will you know if you are using this healthy work habit?	I will be able to read my book in class	I'll know where things are and things will look neat	keep doing what I'm doing	
Is it helpful to get feedback from Ms. Sara about your work?	yes, it gives me a sense of what I need to work on	100% it is nice to know what I need to work on		How will you know if you achieved your goal?	when I finish my book and I'm satisfied	when I finish work and I'm organized	meet expectations	
Is it more helpful to get this feedback in a large group, like lesson, or individually?	individually, it helps because I get a little embarrassed when I have either done something good or wrong	individually, it gives me a better understanding, plus I can ask more questions		What help might you need from me or your classmates?	Rhythmic sounds or environment	maybe reminders if he reads a really long time	answer questions, talk things out with friends. freedom to do what I want	
How confident do you feel each week that you will be able to get your work done and meet your goals?	77% confident	on one out of ten I would say 7-8		Goal Accountability Academic	good has been checking out new books and learning new words	finished biomes- feels good		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		good, they're nice, but don't help me a lot when working		Goal Accountability Work Habits	focusing has been able to read through anything	feels successful		
Do conferences help you achieve your goals?		maybe						
explain		conferences help me understand, but don't help in the situation						

Appendix Q: Interview Transcript from Student 11

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	staying focused and not getting distracted	mainly focus and working with the right people		What academic goal would you like to set?	keep working on the 6th grade curriculum independently	6th grade math curriculum	one or two more lessons from 6th grade math	
Do you plan ahead to decide what you are going to do?	I do during planner	yes, I would usually do Khan academy and zearn		What strategies or tools will you use to achieve your goal?	help from peers/teacher	lessons-packets from Ms. Sara, asking classmates how to do it	setting a time during the day to do it, work time in the afternoon	
What is a goal?	it's when you set a goal for yourself to get something done	I remember in conferences it was doing khan academy and competing ratios		Do you know what you need to do to achieve your goal?	keep getting work done, asking for more lessons	doing 6th grade math when I have time	work independently, ask for the lessons	
Do you set goals for yourself?	most of the time	not really, but if I am in a spot that I need to complete work, I would have to work in a quiet spot		What resources do you need to achieve your goal and do you know where to find them?	lessons	lesson packets	lessons	
How do you feel when you achieve your goals?	I feel good that I got something done	I feel pretty good and I feel I have learned more		What help might you need from me or your classmates ?	help from 6th graders who've done this curriculum, print lessons	6th graders answer questions, could ask SP	help when I have questions, another math resource for surface area	
How do you feel when you don't achieve your goals?	I don't feel good and I feel behind	I get down on myself, but then I try to pick myself back up		What healthy work habit would you like to focus on?	adding to my work	adding more detail to my work	setting healthy boundaries when distracted by friends	
What helps you achieve your goals?	a quiet place with no one distracting me	mainly things that get me done with work are quiet and focus		How will you know if you are using this healthy work habit?	I'll have less time when I don't work to do	I'll have less time when I don't have work to do	practice it once or twice when someone is distracting you	
Is it helpful	it's nice when	it helps a lot		How will	I'll have less	turning in	try using the	

<p>to get feedback from Ms. Sara about your work?</p>	<p>I get feedback</p>	<p>and I understand what I am doing a lot more</p>		<p>you know if you achieved your goal?</p>	<p>time when I don't work to do</p>	<p>work that I am proud of</p>	<p>technique</p>	
<p>Is it more helpful to get this feedback in a large group, like lesson, or individually?</p>	<p>I like it, either way it feels good</p>	<p>lesson because less people and when other people ask questions then I feel more knowledgeable</p>		<p>What help might you need from me or your classmates?</p>	<p>ideas and encouragement</p>	<p>helps to see other people working hard</p>	<p>make some cards with ideas of what to say</p>	
<p>How confident do you feel each week that you will be able to get your work done and meet your goals?</p>	<p>pretty confident and if I do it feels good</p>	<p>I feel very confident for the next work</p>		<p>Goal Accountability Academic</p>	<p>didn't work on it because he had other work to do. Still likes it as a goal</p>	<p>got 1 lesson done, but has been busy and hasn't done more. Kind of achieved goal</p>		
<p>How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?</p>		<p>I really like the feedback about goals I am working on and how to achieve my goals</p>		<p>Goal Accountability Work Habits</p>	<p>Has started this and that is taking up more time-good goal</p>	<p>addes another page to my history</p>		
<p>Do conferences help you achieve your goals?</p>		<p>yes, I would usually do Khan academy and zearn</p>						
<p>explain</p>		<p>by getting feedback about khan academy, it makes me learn a lot more about ratios</p>						

Appendix R: Interview Transcript from Student 12

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	it helps when I am focused or determined to finish	working independently at work time and working on the same project as a partner		What academic goal would you like to set?	Imaginary Island- to make it 6th grade worthy	Make my work my best in all subjects- especially history	trying to do my best without pushing myself too hard	
Do you plan ahead to decide what you are going to do?	yes, cause it helps me focus on what I need to do	yes, with planner		What strategies or tools will you use to achieve your goal?	revise and edit- do my best work	reread and revise to make sure it's my best work	taking breaks when I need them	
What is a goal?	a goal of mine is to not have late work	something you set for yourself to accomplish something		Do you know what you need to do to achieve your goal?	focus and work hard	work hard	just try	
Do you set goals for yourself?	yes, all of the time cause it helps me focus	yes		What resources do you need to achieve your goal and do you know where to find them?	my computer, my brain, my friends' brains	computer, brain, books	lessons, brain, friend	
How do you feel when you achieve your goals?	I feel great because I achieved my goal	usually pretty good		What help might you need from me or your classmates?	help when I have questions so I don't get stuck	people to be on the same track as me or help me when I need it	just help on math when I don't understand	
How do you feel when you don't achieve your goals?	bad because I feel like I let myself down	probably a bit disappointed		What healthy work habit would you like to focus on?	set up a schedule with Spencer to work on math	Getting work done and not getting distracted	listen to music, nature sounds	
What helps you achieve your goals?	working hard and focus	me, Ms. Sara, other 6th graders and all the resources we have		How will you know if you are using this healthy work habit?	Have a plan and stick to a time	turning work in on time and getting math	listening to music helps me work	
Is it helpful to get feedback?	yes, cause I know what to work on	yes, because then I know what we		How will you know if you	I work with SP 2 out of 6 days and I'll	math will be done	my work will get down, I'll be focused	

from Ms. Sara about your work?		need to improve on		achieved your goal?	get it done			
Is it more helpful to get this feedback in a large group, like lesson, or individually?	individually because it's more one on one	probably individually		What help might you need from me or your classmates?	SP to focus when I can and to have a good attitude, help working together from Ms. Sara	schedule to work with Ms. Sara on day 2 and 5 on lessons	peace and quiet when I need it	
How confident do you feel each week that you will be able to get your work done and meet your goals?	good cause I know I can do it, I just have to try	7/10 to 8/10		Goal Accountability Academic	good	did really well with history, but maybe could have done better in math but it was a big goal		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		they are generally really helpful		Goal Accountability Work Habits	not good, SP worked ahead and didn't work together	feels successful- did art when she took breaks		
Do conferences help you achieve your goals?		yes						
explain		they help me achieve my goals by setting the goals and checking in with how it is going						

Appendix S: Interview Transcript from Student 13

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	music, sit by friends	music		What academic goal would you like to set?	try not to have late work	not to have late work	\	for students who don't see themselves as capable of achieving their goals, conferences could be an added layer of pressure and feel very irrelevant to what they are trying to get done on a daily basis. Perhaps layering in shorter goals would benefit these students? How can they start to see themselves as having agency in the process and start to feel successful
Do you plan ahead to decide what you are going to do?	not really, yes?	sort of		What strategies or tools will you use to achieve your goal?	do planner, follow planner, ask for help with websites, especially history, sometimes language	talk to Ms. Sara about my work, take initiative, focus		when researching he can't find what he needs and can get distracted by websites and the weird information that might be interesting
What is a goal?	something you set for yourself to get done	something you set to get done		Do you know what you need to do to achieve your goal?	separating from friends listen to music	check in with Ms. Sara		
Do you set goals for	no they don't help very	yes, but I don't get		What resources	work space away from	lessons/web sites		

yourself?	much	them done much		do you need to achieve your goal and do you know where to find them?	friends			
How do you feel when you achieve your goals?	I feel tired	maybe a little better than normal		What help might you need from me or your classmates ?	not interrupting from classmates, help for websites from me	reminders-check in with you to see where you are every other day. Every time OL goes to classroom helpers		
How do you feel when you don't achieve your goals?	I still feel tired	how I always feel		What healthy work habit would you like to focus on?	focusing to get work done	focus		
What helps you achieve your goals?		music		How will you know if you are using this healthy work habit?	If i'm getting work done, finding a workspace away from friends for part of each day	If i'm getting work done		
Is it helpful to get feedback from Ms. Sara about your work?	It helps when I get lessons with people	I don't know		How will you know if you achieved your goal?	most of my work is turned in on time	less late work		
Is it more helpful to get this feedback in a large group, like lesson, or individually ?	It helps when I get lessons with people	large group		What help might you need from me or your classmates ?	respecting quiet work time, reminders	check-ins to see how work is going		
How confident do you feel each week that you will be able to get your work done and meet your goals?	1/10 most of the time and if I get sleep 3/10	3/10, I'm just trying to survive school		Goal Accountability Academic	the goal didn't go well, I tried to achieve it. Sometimes I get distracted or ideas are big but it's hard to pull it all together			

<p>How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?</p>		<p>I don't know</p>		<p>Goal Accountability Work Habits</p>	<p>still focused about the same as usual</p>			
<p>Do conferences help you achieve your goals?</p>		<p>no</p>						
<p>explain</p>		<p>I don't use conferences very much</p>						

Appendix T: Interview Transcript from Student 14

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	focusing on my work	focus		What academic goal would you like to set?	Finish through unit 5 and get to unit 6 in math	Focus on History - to keep up and do my best work	Today finish language-short term work on imaginary plant and animal	
Do you plan ahead to decide what you are going to do?	not really but sometimes	yes, I plan what work I am going to do		What strategies or tools will you use to achieve your goal?	focusing on math, getting help when I need it	work on history when I get a lesson	ask for help with I need it, when Ms. Sara is free	
What is a goal?	If I have work they get 1 1/2 or 2	to get my work on time		Do you know what you need to do to achieve your goal?	work on it a bit each day	keep on track with history and set it as a priority work	work hard to stay focused	
Do you set goals for yourself?	sometimes I do	yes, when I feel late on my work		What resources do you need to achieve your goal and do you know where to find them?	lessons and practice problems from Ms. Sara	lessons-chromebook, friends	computer to look for resources, know what he wants for a plant	
How do you feel when you achieve your goals?	I feel ok	I feel good		What help might you need from me or your classmates ?	Take math up to Ms. Molly	help with questions, think things through	people not to distract him from his work	
How do you feel when you don't achieve your goals?	I feel ok	I feel bac		What healthy work habit would you like to focus on?	pay attention to time so I can get to another work	rotating my works	Instead of walking around when I'm bored or need a break, do math or zearn	
What helps you achieve your goals?	focusing on my work	focus		How will you know if you are using this healthy work habit?	Look back at what I got down and change it up if I need to	I will get a little done each day	I'll get more math and work done when I'm not walking around	
Is it helpful to get	yes! I do know if I did	yes, so you give		How will you know if	when I'm getting	I will get a few doen for		

feedback from Ms. Sara about your work?	enough work	instructions about my work		you achieved your goal?	caught up and flowing with the work cycle	if I'm late, I just have a little bit left on that work		
Is it more helpful to get this feedback in a large group, like lesson, or individually?	sometimes in a lesson	no because I feel not good (to get feedback on misconceptions in a large group)		What help might you need from me or your classmates?		just lessons	If I see him walking around, ask him if he has some math he can do	
How confident do you feel each week that you will be able to get your work done and meet your goals?	I feel OK	Ok		Goal Accountability Academic	yes- on unit 6 lesson 4	feels successful		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		yes		Goal Accountability Work Habits	yes- I am caught up and maybe even ahead	feels successful		
Do conferences help you achieve your goals?		I like to talk about it						
explain								

Appendix U: Interview Transcript from Student 15

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	working alone somewhere quiet and peaceful	I focus on one thing at a time		What academic goal would you like to set?	keep working on 6th grade math	learn some pre- algebra	absent	4th grade students are coming into our classrooms with a history of conferencing with their teachers depending on what class they are coming from- this may have an impact on how they view conferences and how effective conferences are in helping them achieve their goals. it will also affect how adept they are at setting goals.
Do you plan ahead to decide what you are going to do?	yes	yes, mostly		What strategies or tools will you use to achieve your goal?	use the website	6th grade students- for help know other math facts		
What is a goal?	a thing you set yourself on doing	to excel at math		Do you know what you need to do to achieve your goal?	get to some harder algebra- work through the easier stuff. Try to complete a lesson on day 4 and 6	lessons/work		
Do you set goals for yourself?	yes, but most of them are about food	sometimes but not really		What resources do you need to achieve your goal and do you	website			

				know where to find them?				
How do you feel when you achieve your goals?	happy and ready to move on	proud and happy		What help might you need from me or your classmates ?	reminder of how to find the website, print off some of the sheets	show him some basic problems and the concept and explain how it works, help from friends		
How do you feel when you don't achieve your goals?	sad and thinking to work harder	sad but not mad at myself		What healthy work habit would you like to focus on?	trying to stay focused and task oriented	initiative to go above and beyond		
What helps you achieve your goals?	my friends, quietness	working really hard		How will you know if you are using this healthy work habit?	getting work done on time, doing some extra work, less reminders from Ms. Sara	I will have more work		
Is it helpful to get feedback from Ms. Sara about your work?	very helpful	yes		How will you know if you achieved your goal?		If I work on pre-algebra or another subject, 2-3 times in a work cycle		
Is it more helpful to get this feedback in a large group, like lesson, or individually ?	individually	individually		What help might you need from me or your classmates ?	less interruptions from classmates, lessons and work from Ms. Sara	being included in some 6th grade work	answering questions	
How confident do you feel each week that you will be able to get your work done and meet your goals?	I feel good	8/10		Goal Accountability Academic		kind of met the goal but would have liked to do more		
How do you feel about the feedback you get at conferences and the		pretty good		Goal Accountability Work Habits		not too good		

goals that you set for yourself each week?								
Do conferences help you achieve your goals?		yes, conferences make it easier to complete my goals						
explain								

Appendix V: Interview Transcript from Student 16

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	it not to be very, very quiet	what helps me is to focus on work and it not to be silent all the time		What academic goal would you like to set?	research on Sea World and how they might harm animals-report	absent	finish field guide and my imaginary animal report	possibly add a space to planner where kids write down their conference goals and check each day whether they were successful-rating scale 1-5?
Do you plan ahead to decide what you are going to do?	yes, we do planner together	I plan ahead by writing it on my planner		What strategies or tools will you use to achieve your goal?	Keeping on track with work while still having time for independent studies		work on it every day for some time-1/2 to 1 hour	
What is a goal?	to have fun but focus	to finish three or more works a week		Do you know what you need to do to achieve your goal?	plan time wisely and communicate with partner		yes frm lessons and classmates	
Do you set goals for yourself?	yes, well sometimes	yes I do		What resources do you need to achieve your goal and do you know where to find them?	Information on the internet		yellow slip form lesson with directions	
How do you feel when you achieve your goals?	I feel fine, it does not matter much to me	when I achieve goals I feel better than before I finished it		What help might you need from me or your classmates ?	not complete silence, help with websites or planning how to lay project out		answer questions	
How do you feel when you don't achieve your goals?	I feel fine, I could care less	I feel fine		What healthy work habit would you like to focus on?	focusing		focusing	
What helps you achieve your goals?	It kinda depends on what my goals	to be somewhat focused		How will you know if you are	make a mark on planner to tell which		if I get work completed	

	are	helps		using this healthy work habit?	days I focused and which days were harder			
Is it helpful to get feedback from Ms. Sara about your work?	yes it does help	sometimes but not always		How will you know if you achieved your goal?	focused more often than not		If I feel like most of my work is done	
Is it more helpful to get this feedback in a large group, like lesson, or individually ?	I don't know but I guess both work	I think it is helpful to get feedback individually		What help might you need from me or your classmates ?	steady calm noise- gentle reminders		Not distracting, stay on task, working together	
How confident do you feel each week that you will be able to get your work done and meet your goals?	54% sure I will get my work done and meet my goals	I feel like, hmmm....well , I get 75% of my work done		Goal Accountability Academic	did not achieve goal yet, because there has been other work, but it is still a possibility			
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		I feel fine		Goal Accountability Work Habits	this has improved a little bit, because she has gotten a bit more work done			
Do conferences help you achieve your goals?		45% of the time						
explain		It helps some of the time, but not always, but it is definitely not a maybe						

Appendix W: Interview Transcript from Student 17

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	just focusing and also doing it with somebody	no second survey		What academic goal would you like to set?	finish or see how far I can get in unit 6 of math	math- get 1/2 way through the next unit, unit 7	to get 5-7 math lessons done	many of the questions were to help them understand the purpose of a "goal" and not necessarily to extrapolate data from
Do you plan ahead to decide what you are going to do?	yes, about 70% of the time			What strategies or tools will you use to achieve your goal?	work on math every day- work with friends	work on math when I need a break from other work	use my brain, prioritize math, do some each day	learning opportunity of not finishing a goal because something else takes priority, but still able to finish one goal.
What is a goal?	something you set for yourself to achieve something			Do you know what you need to do to achieve your goal?	stay focused, keep doing it	yes	keep working each day, 1/2 packet each day	
Do you set goals for yourself?	yes, I do when I want to			What resources do you need to achieve your goal and do you know where to find them?	lessons- follow up	lessons and practice problems	lessons- unit 7	
How do you feel when you achieve your goals?	pretty good, I think			What help might you need from me or your classmates ?	workin on it. Lesson help when necessary	help when I get stuck	answer questions	
How do you feel when you don't achieve your goals?	not the best or pretty down			What healthy work habit would you like to focus on?	working on multiple works throughout the day to finish 6th grade math	I'll be able to achieve my math goal	focusing on work	

What helps you achieve your goals?	help from my classmates and you			How will you know if you are using this healthy work habit?	when I'm doing a bunch of works at the same time, not putting them off	I will get my math done	I'll do some math every day	
Is it helpful to get feedback from Ms. Sara about your work?	ya, because then I know how to make it better			How will you know if you achieved your goal?	If I get work done	Quiet workspace and less distractions	I'll be able to meet my math goal	
Is it more helpful to get this feedback in a large group, like lesson, or individually ?	lesson or individually			What help might you need from me or your classmates ?	DB and FM to help me and the help I get at lessons	didn't meet goal, had other work that took priority, but still feels good about work	Help when I'm stuck	
How confident do you feel each week that you will be able to get your work done and meet your goals?	65% confidence			Goal Accountability Academic	got to lesson 15 on unit 6- sort of successful- 3 lessons short	feels good about work habits		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?				Goal Accountability Work Habits	yes- only work now is math			
Do conferences help you achieve your goals?								
explain								

Appendix X: Interview Transcript from Student 18

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	focusing on my assignments	working with music. I am also a lot better at the work when it is something I enjoy		What academic goal would you like to set?	finish math and then focus on history and Greek mythology-Essay	completing at least two zearn lessons per day	To finish the cereal box not too soon after it is due	goals help her learn how to narrow her work goals down to narrower topics so it won't feel so big and overwhelming
Do you plan ahead to decide what you are going to do?	yes, I use my planner	yes		What strategies or tools will you use to achieve your goal?	Using time efficiently	computer	work on it each day	
What is a goal?	I want to finish my history	planning something for yourself or others		Do you know what you need to do to achieve your goal?	computer, pencil, note sheet	work on them during zearn time in the afternoon	focus	
Do you set goals for yourself?	yes	i do		What resources do you need to achieve your goal and do you know where to find them?	a good website	computer, yes	paper, pencils, colored pencils, paint	
How do you feel when you achieve your goals?	pretty good and proud	I always feel accomplished		What help might you need from me or your classmates ?	help understanding what some things on websites mean	help when I have questions	to not distract me	
How do you feel when you don't achieve your goals?	a bit disappointed	sad		What healthy work habit would you like to focus on?	moderation-not pushing myself too hard that itis overwhelming	moderation	moderation	
What helps you achieve your goals?	focusing on them	music, friends, Ms. Sara, pencils		How will you know if you are using this healthy work habit?	work will feel manageable work won't feel overwhelming	work will feel manageable	work will feel manageable and not overwhelming	

<p>Is it helpful to get feedback from Ms. Sara about your work?</p>	<p>yes</p>	<p>very helpful</p>		<p>How will you know if you achieved your goal?</p>	<p>If I feel like a weight has been lifted off my shoulders</p>	<p>I'll feel like I completed something I was supposed to do</p>	<p>I'll feel like I completed something I was supposed to do</p>	
<p>Is it more helpful to get this feedback in a large group, like lesson, or individually?</p>	<p>either</p>	<p>individually</p>		<p>What help might you need from me or your classmates?</p>	<p>help knowing how to moderate</p>	<p>Tell me when I'm doing too much</p>	<p>tell me when I'm doing too much</p>	
<p>How confident do you feel each week that you will be able to get your work done and meet your goals?</p>	<p>It feels good to get my work done</p>	<p>I always feel accomplished</p>		<p>Goal Accountability Academic</p>	<p>yes</p>	<p>It went well, only 1 or 2 days that didn't</p>		
<p>How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?</p>		<p>it always helps me</p>		<p>Goal Accountability Work Habits</p>	<p>yes</p>	<p>feels successful in most parts</p>		
<p>Do conferences help you achieve your goals?</p>		<p>yes</p>						
<p>explain</p>		<p>conferences help me achieve my goals, because it helps me remember different ways to get my work done</p>						

Appendix Y: Interview Transcript from Student 19

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	no first survey	a quiet space to work		What academic goal would you like to set?	set a goal to work on math with a partner	I want to finish the works on my planner	focus on history and reading about the fur trade, make a map of WI- make sure it's done on time and I understand it	
Do you plan ahead to decide what you are going to do?		yes, I do it in my planner every day		What strategies or tools will you use to achieve your goal?	ask for help in the afternoon because we have more work time for math in the afternoon	ask friends for help, ask Ms. Sara or Ms. Cindy	asking 4th graders, find someone to read with	
What is a goal?		to get my work done so it isn't so much pressure		Do you know what you need to do to achieve your goal?	ask for help when I need it	one work at a time, ask RH which comma pages to do	read my packet, ask other 4th graders for help	
Do you set goals for yourself?	sometimes, I do try to though	yes		What resources do you need to achieve your goal and do you know where to find them?	just need a partner	websites for ancient humans	my packet	
How do you feel when you achieve your goals?	happy, I love making checkmarks	It feels good to achieve my goals		What help might you need from me or your classmates ?	with math I don't fully understand, I'll ask for help from classmates	find websites and help explain things	help finding the rivers on my map	
How do you feel when you don't achieve your goals?	disappointed in myself, depressed	it doesn't feel good		What healthy work habit would you like to focus on?	I want to focus on confidence because sometimes I think I can't do it, but when I try, I can do it.	focus	do a little each day because it is a lot	
What helps you achieve your goals?	writing it down on paper and	a good partner and a quiet space		How will you know if you are	I will try to do things on my own first,	I get work done, socialize	do a little each day, do it right away	

	keeping it by me			using this healthy work habit?	then ask for help	when I need help	in the morning	
Is it helpful to get feedback from Ms. Sara about your work?		yes		How will you know if you achieved your goal?	by turning work in and keeping track of how often I work on things on my own	by turning my work in	I will have my work done on time	
Is it more helpful to get this feedback in a large group, like lesson, or individually ?		individually		What help might you need from me or your classmates ?	I might need help with math even after I try on my own	Quiet place to work	I will need help with the questions. Maybe read with my group- other 4th graders	
How confident do you feel each week that you will be able to get your work done and meet your goals?		I think I can meet my goals each week		Goal Accountability Academic	she was able to work with a partner, but didn't always get it all done	she was able to finish all of her work		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		I feel good about the feedback I get from Ms. Sara		Goal Accountability Work Habits	confidence is a goal she always works on	she was able to focus and get her work done		
Do conferences help you achieve your goals?		yes						
explain		it feels good to achieve my goals						

Appendix Z: Interview Transcript from Student 20

	Prestudy Survey	Post Study Survey		Conference Questions	Conference 1	Conference 2	Conference 3	Interesting reflections/tr ends
1. What helps you get your assignments done during work time?	none	music and staying focused		What academic goal would you like to set?	I don't want late work	Try not to have late work	Aztec culture- do my reading and finish the packet	reflections in conference 2 are very valuable for the student to begin seeing why they have late work. Subjects that are consistently late may need more support or different strategies
Do you plan ahead to decide what you are going to do?		I do planner		What strategies or tools will you use to achieve your goal?	try not to get distracted and talk to people, work on focusing and prioritize work	stop reading by 10am	Focus by telling people I am working	
What is a goal?		when I write on planner		Do you know what you need to do to achieve your goal?	find a quiet space, listen to a playlist	yes, focus on my work	partner with someone who is good at explaining and gets their work done, read some each day	
Do you set goals for yourself?		yes		What resources do you need to achieve your goal and do you know where to find them?	fill out and follow planner, Chromebook for music and research	work, lessons, planner, Chromebook	packet, pencil, and self	
How do you feel when you achieve your goals?		really good		What help might you need from me or your classmates?	classmates- help when I have questions and not distract me, me- help if I have questions	let me focus when I'm working	let me work/help me focus	
How do you		not good and		What	Avoiding	focus-	focus	

feel when you don't achieve your goals?		behind		healthy work habit would you like to focus on?	distractions	getting work done		
What helps you achieve your goals?		music and staying focused		How will you know if you are using this healthy work habit?	If I'm getting a lot of work done and things aren't late	get work done, read when appropriate	I'm getting my work done	
Is it helpful to get feedback from Ms. Sara about your work?		I like when I get feedback		How will you know if you achieved your goal?	turning things in on time	Ms. Sara doesn't have to remind me to stop reading	I'm not getting distracted and wandering	
Is it more helpful to get this feedback in a large group, like a lesson, or individually ?		individually		What help might you need from me or your classmates ?	when it looks like I'm trig to work hard - don't distract him, help from me if he needs it	reminders and let me work when I'm focused	Not to interrupt me, reminder if I am wandering	
How confident do you feel each week that you will be able to get your work done and meet your goals?		pretty confident		Goal Accountability Academic	still having late work, because I've been reading a lot	did better at first, had more late work toward the end of the cycle. Science, history, and math are harder to get done on time		
How do you feel about the feedback you get at conferences and the goals that you set for yourself each week?		pretty good		Goal Accountability Work Habits	not good- maybe I should read only until snack is over to help achieve future goals	made improvements, but not 100% yet		
Do conferences help you achieve your goals?		yes						
explain		because I know where I'm at						

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