

	<b>Typical Helping</b>	<b>Intentional Conferring</b>
<b>Focus</b>	Ensure student gets correct answer.	Inquire about students' thinking and comprehension.
<b>Students' role</b>	Listen. Ask Questions.	Explain Thinking.
<b>Teachers' role</b>	Explain. Note Mistakes.	Listen. Ask questions.
<b>Outcome</b>	Student gets correct answer.	Student hones problem solving strategies. Teacher understands student as thinker
<b>Inferred beliefs</b>	Teacher is repository of knowledge, dispensing answer to students.	Students are capable problem solvers with interesting ideas to share.

**When and Where:** *Tinker Time*—5-10 minutes during independent or partner task, problem-solving or written practice.

**What to Talk About:**

- **Research**—Find out what the learner knows and is thinking.
- **Coach**—Nudge the learner forward with one specific point of instruction. Discuss which tool or model might scaffold independence and perseverance.
- **Reflect/Record**—Ask the learner what she now understands as a result of interaction; document conversation.

**Some Conferring Questions**

**Research:**

- Tell me about what you are doing.
- How's it going?
- Show me a problem you liked solving.
- How does this work?
- Wow! How did you do that?
- What's up?

**Coach:**

- Show me what you understand in a picture.
- Explain to me what parts you *do* understand
- What questions do you have?
- Can you remember any similar problems and how you solved them?
- How does what we did in our lesson connect to what you are doing now?
- What would help look like?
- What tools, models, or visuals might help you?

**Reflect/Record:**

- What was important to remember about solving this problem?
- What do you need to remember?
- How did this conversation help you?
- How has your thinking changed?