

# A Strong Intervention Strategy: One-on-One Meetings with Students

Vineyard Academy, Windsor High School

---

---

---

---

---

---

---

## The research, experts, teachers (and the ever-reliable internet) say...

*Individualized meetings can foster connection and feedback with students...Students value opportunities to build connections with their professors.* - Stanford Graduate School of Education

*One-on-one meetings have the potential to level the playing field when instructors provide under-prepared students with necessary resources and take the opportunity to "renegotiate the teaching-learning process" with their students and facilitate connections between new learning and learning outcomes* (Shrum, 2019). - College of DuPage

*Before long I stopped seeing my class as a group and started seeing them as individuals in full focus. Behavior improved, scores went up and I believe we were all happier. The result was a culture of trust that laid the foundation for student growth in a number of areas.*  
- Heather Stinnett, Khan Lab School

---

---

---

---

---

---

---

## How could you modify your schedule to accommodate blocking off a whole day to meet with all your students individually, while still teaching your content?

Original/Normal Schedule						
Class	Time	# of Students	Time	# of Students	Time	# of Students
Business	10:15-11:45	28	12:25-1:55	28	2:05-3:35	28
English	10:15-11:45	28	12:25-1:55	28	2:05-3:35	28
History	10:15-11:45	28	12:25-1:55	28	2:05-3:35	28

---

---

---

---

---

---

---

**How Vineyard modifies our schedule to accommodate blocking off a whole day to meet with our students individually while keeping instructional time:**

Modified Schedule			
Class	Time	# of Students	Modify lesson(s) to be content that is supervised (projects) versus direct instruct.
Business	10:15-11:45	84	Bus. teacher covers their content (simulation?), freeing up the other teachers to host one-on-ones
English	12:25-1:55	84	English teacher covers their content (book poster), freeing up the other teachers to host one-on-ones
History	2:05-3:35	84	History teacher covers their content (video), freeing up the other teachers to host one-on-ones

---

---

---

---

---

---

**How would you modify your schedule if using this method?**

---

---

---

---

---

---

**The questions we usually ask our students:**

1. How are things going in your core classes?
2. How is your Sr./jr. Project going? (e.g. Selected an industry? Have a mentor? Started hours?)
3. How are non-core classes going?
4. How's life? Do you have a job? Play sports? How are things at home?
5. Anything you want to add that you think would help us better teach the class?

---

---

---

---

---

---

# What information do your CPA teachers want to know from your students?

Our CPAs four or five key questions in our one-on-one student meetings?

- 1.
- 2.
- 3.
- 4.
- 5.

\_\_\_\_\_

---



---



---



---



---



---

## Some student responses:

Working at Round Table, Ready for a change, U of O Ducks is first choice but \$50K. Going to college she will be first/only of her siblings. Crushing it in all classes (A-Day, T.H.)  
 accepted to sonoma state, interested in Economics, Accounting, etc. Outside of school, mostly entertained by games, online community.  
**(Concerned that core structure/rules/expectations are not being upheld: sees many students not living up to the core.)** (B-Day, N.C.)

Likes to know

Missing creative writing ending in English. History and Business are going well. Doing jr. project with the chamber of commerce. Math: 3 is going poorly, for AP Psych-needs to let [teacher] know that hw load is tough. Art 1 is going well. Plays tennis, looking for a job. Home life is a little hectic with a new baby in the house. Mom's pregnant so that means money is tight and [student] is a little overworked. (B-Day, J.D.)

Loves Vineyard. Great. Came out of mentor with uncle Lives with 12 people a job. (B-Day, N.O.)

Needs to submit...missing work... Supported aunt in chemotherapy, hard and distracting for her. (A-Day, J.C.)

F in English. Attendance is hurting all 3 grades in core classes, some days she struggles to get to class, maybe dealing with a bit of depression. Failing math, doing well in credit recovery, culinary is going well. Selected a project at the boys and girls club. Already started hours. Works at hollister, no

All classes are going well... Boxing outside of school. Looking for a job. Parents are going through a divorce. Dad just took [student's] car. (B-Day, J.R.) terms. (B-Day, A.L.)

---



---



---



---



---



---

## Next steps with the data

- Teachers review the shared Google Doc, especially for the students with whom they did not meet;
- Meet during our common prep time to discuss students who's meetings raised concerns (academic, personal, etc.);
- Identify concerns about the functioning of the academy, opportunities for improvement etc. (e.g. we do far more co-teaching on one block schedule, and very little co-teaching on the other);
- Follow up with students that need help, Hold students accountable that need a "push"

---



---



---



---



---

**Benefits of one-on-one meetings for students:**

- Sees teachers being human and caring, not just concerned with grades
- Opportunity to speak freely about the pros/cons of the core
- Positive feedback to strong students has made some even stronger and want to become leaders
- Positive conversations with students who are shy or struggling encourages them without singling them out in class
- Helpful when meeting students that have 504s or IEPs

---

---

---

---

---

---

**Benefits of one-on-one meetings for teachers:**

- Get to know the students, not just an ID number or a symbol in attendance software
- Learn about the amazing (earning Eagle Scout) and traumatic (parents divorcing) events impacting our students' focus
- Allows for the planning of more specific intervention
- Pays attention to the whole student, not just whether they are passing my class

---

---

---

---

---

---

**Challenges and solutions:**

<b>Challenges:</b>	<b>Solutions:</b>
Logistics - having a large enough space to seat all the students	If your CPA does not have a large classroom, perhaps use the library or MPR
Some student conversations take more than five minutes.	The timing balances because there will be many students whose conversations only take two or three minutes.
Some students are reluctant to share personal details from their lives.	We do not force students to talk about topics that they deem too personal; we keep things purely academic for students that prefer it.

---

---

---

---

---

---

**Questions?**

---

---

---

---

---