Case-based educational conferences (‘Morning Reports’) are one of the most commonly used educational tools in pediatric residency training. Despite their prevalence, little data exists on the optimal content and structure of these conferences to maximize resident learning and satisfaction. The Pediatric Residency Program at the University of North Carolina (UNC) and North Carolina Children’s Hospital suspected that overall resident satisfaction and educational benefit from morning report were low. A baseline survey of resident satisfaction confirmed this suspicion (only 17% of residents reported being ‘Satisfied’ or ‘Very Satisfied’ with morning reports). In order to improve our morning reports, we conducted a quality improvement project using serial PDSA cycles with ongoing resident surveys. Residents were surveyed on their overall satisfaction as well as specific aspects of the conferences and modifications we made. Using these tools, we were able to increase overall resident satisfaction with morning reports from 17% to 71% over a 6 month period. Results of the ongoing surveys showed the most effective changes included increasing the amount of dedicated chief resident didactic teaching, small group discussions during the conferences, board review questions with teaching points at the beginning of conferences, and modifying the presentation format of the conferences. This model of improving morning reports is an innovative strategy to enhance an important aspect of resident education.