



GALLUP-McKINLEY
COUNTY SCHOOLS

Student Led Conferences

Contents

GMCS Student-Led Conferences

Purpose

Student-led conferences spotlight the most important person in the process (the student); improve parent involvement; and bring students to the point where they ask their teachers, “How can I make my work better?” Student-led conferences put the students in charge, holding them responsible and accountable as they present their work to their parents. This type of conference is a natural progression in the quest to prepare students to thrive in a global society.

After much study and discussion, the Parent Teacher Conference team decided that student-led conferences should be considered as the next step in linking parents, students, and the school. For the student, this type of conference is the ultimate performance event.

Preparation

Early and varied communication and planning are important for successful participation in student-led conferences. Begin informing parents through newsletters before the start of the school year. In addition, provide information via school announcements and SwiftReach, and during New-Student Orientation, Open House, and any other school level meetings. Convey to parents and students that participation in student-led conferences is expected of all students and their parents.

Teachers should be involved with and informed of preparations and timelines. They must work with students from the beginning of the school year to prepare them for their student-led conferences. Discussion and role-play are recommended tools for student preparation.

Organization is extremely important in preparing for the conferences—both for teachers and students. Students also are required to complete a Goal Sheet & Self-Evaluation Form prior to the conference. Each student will have a portfolio that includes goals, self and teacher evaluations for each class, and sample work.

Teachers must maintain folders, also, to include three assignments for each student in the class. Two are chosen by the student. One is chosen by the teacher. Prior to the conference, teachers must complete the Teacher Evaluation

When everyone is prepared, the student-led conference can be a meaningful dialogue between the student and his/her parent, resulting in an increased awareness for the parent of the academic expectations for his/her student and the level of progress that the student has attained. The student will be more confident in what he or she knows and is expected to know. Well-planned preparation also encourages students to be better organized. While completing the Self-Evaluation forms, students are required to thoughtfully reflect on their performance in each of their classes and to set goals for self-improvement.

The Conference

The student is the presenter. The student begins the conference by opening the portfolio and sharing his or her success with goal sheets, evaluations, and sample work with rubrics from each class.

The parent is the audience. The parent asks probing questions of the student to gain a better

understanding or their child's progress.

The teacher is the timekeeper and facilitator. During the first part of the conference, the teacher observes and encourages the student to keep focused on the conference checklist, if necessary. During the last part of the conference, the teacher shares grade information and clarifies the parent's questions.

Counselors and other staff members are still available throughout the building during conference times.

Student-Led Conference Roles, Goals & Benefits

Teachers' Role in Student-Led Conferences

- Serve as a facilitator, not a leader
- Assist students in compiling a portfolio
- Help students understand and practice the self-evaluation process
- Notify and schedule parents
- Create a comfortable space for parents and students to meet
- Circulate around the room addressing issues of specific importance
- Answer parent and/or student questions as they arise

Students' Role in Student-Led Conferences

- Maintain a work folder in the classroom to save coursework
- Compile a conference portfolio consisting of selected assignments from work folder
- Evaluate selected assignments to determine what was expected, the things you did well and the things you could have done better

Goals of Student Led Conferences

- To encourage students to accept personal responsibility for their academic performance
- To teach student the process of self-evaluation
- To facilitate the development of students' organizational and organizational and oral communication skills and to increase their self-confidence
- To encourage students, parents and teachers to engage in open and honest dialogue
- To encourage parent attendance at conferences

Benefits of Student-Led Conferences

- Help parents understand what is happening in the classroom
- Students are accountable for classroom work and assignments
- Provides quality parent-child time
- Provides time to focus on learning instead of behavior
- Allows teachers to touch base with more parents
- Conferences are self-directed

Allows an opportunity for 100% parent participation

Students

The Purpose of the Student-Led Conference

The purpose of student-led conferences is to provide you with the opportunity to share with your parents what you are learning in school. It also provides you the opportunity to share with your parents your educational goals and pieces of your work that make you especially proud.

Steps to Student-Led Conferences/Student Responsibilities:

- Throughout the school year, keep your work and assignments organized in folders or binders.
- Be sure to complete the goal sheet.
- Be sure to complete the Student Self-Evaluation Conference Form.
- Turn in all goal and self-evaluation forms to your classroom teacher.
- Take home the conference schedule for your parent to make an appointment.
- On the day before the conference, make sure your portfolio is in order. All materials and your portfolio should be placed in your locker before you leave school.
- Make sure you have chosen two pieces of work per class to share with your parents.
- Think about areas in which you need to improve and areas in which you excel. Be prepared to share this information with your parents.
- Come to the conference with your parents.
- Use the checklist to help guide you through your student-led conference. Be sure to check off each item as you complete it.
- After you have had conference with your parents, raise your hand for a teacher to come talk with you.

After the Conference

Reflect, asking yourself the following questions:

- What could I do to improve my student-led conference?
- Am I doing the best I can in all my classes?
- Am I planning effectively?

Parents

What to Expect at Student-Led Conferences:

- At a student-led conference, your child does most of the talking.
- Your child will discuss with you his or her progress in each class.
- Your child will discuss with you his or her improvement plan for the upcoming grading period.
- After your child has finished, he or she will turn the meeting over to you and the teacher for any further questions that need to be answered.

Things to Do

Before the Conference:

Make sure the teacher has sent you a conference time schedule. If you have not heard from the teacher, be sure to contact him/her 24 hours before the conference.

- Make a list of questions and concerns.
- Review the Parent Checklist for Student-Led Conferences that you will receive. It lists steps to follow for a productive and meaningful conference.

On Conference Day:

- Make sure your child comes with you to the conference. Arrive on time.
- Take notes during the conference.
- Ask for clarification on things you do not understand.
- If you cannot make the scheduled conference time, please call to reschedule.

After the Conference:

- If you still have questions and concerns not answered at the conference, schedule an appointment with the teacher on another date.
- Fill out the Parent Evaluation of Student-Led Conferences Form.

Teachers

Goals of Student-Led Conferences:

- To encourage students to accept responsibility for their learning
- To teach students to evaluate their academic performance
- To engage the parent, the student, and the teacher in honest dialogue
- To increase parent participation at conference time

Teacher Responsibilities:

Most of the teacher's responsibilities occur before the student-led conference takes place. The following is a list of things that teachers should do prior to the conference.

- Train students on student-led conferencing. The teacher should role play with the student how a student-led conference should be conducted.
- Give all students time to practice. The more practice they have, the more confident they will be during the conference.
- Provide ample time for students to get their portfolios together before the conference.
- Notify parents of the new conferencing format. The parents should know that their child will be leading the conference. Send home the parent handout on student-led conferences.
- Be sure to send a conference schedule home for appointments through a specified class.

During the Conference:

- Refer to the Teacher Suggestions for Conference Form. It emphasizes that teachers do not talk!
- Encourage the student to keep focused on his or her checklist.
- When you have conversation, be positive and supportive, emphasizing the things the student has accomplished. Keep the focus on the student.
- Encourage parents to fill out Evaluation forms.

After the Conference:

- Were my students prepared?
- Was I positive with the parents?
- Did I think the conferences were effective?
- What might I have done differently?
- Was it worth the time and preparation?

Questions and Answers

Questions from Parents

1. Can I see all my child's teachers?

All teachers will be running student-led conferences. During the conference, you will have the opportunity to leave a comment or concern for a specific teacher and request the teacher contact you at a later time.

2. Why do I need to go if my child is doing well in school?

Student-led conferences benefit all students, whether they are struggling, excelling, or somewhere in between. Because of the benefits to students, all students are expected to participate.

3. I can't get time off work. What do I do?

You may conduct your conference with your child at home, contacting the teachers with any questions or concerns that arise. You may contact the teachers to arrange an alternate meeting.

4. How long does a typical conference last?

We schedule conferences for thirty-minute intervals. If the whole time is not needed, then you may leave early. It is important to be on-time so every student/parent conference has equal opportunity.

Questions from Teachers

1. How long will it take for me to prepare for student-led conferences?

Preparation depends on the teacher. Teachers need to fill out an evaluation for each student. Beyond that, it is the teacher's choice how responsibility will be divided between students and staff.

2. What happens to those parents and students who do not show?

Contact the parent to reschedule. Encourage the parent to conference at home and return evaluation forms. The purpose of conferencing is student ownership.

3. What if the parent wants to speak with another teacher other than the one at the conference?

The teacher holding the student led conference will document the parent/guardian's concern. Then the concern will be passed on to the appropriate classroom teacher. That teacher will be obligated to reach out to the parent to discuss the concern within a week of the conference.

4. How long should each conference last?

It is recommended that each conference last 20-25 minutes. The first part will be led completely by the student. The remainder of the time can be used to answer questions or to share information.

Questions from Students

1. How will I know what to do?

Your teacher will explain all steps of the student-led conference and will help you prepare for it. You will have a chance to practice in your classroom before the actual conference.

2. What do I need to bring to conference?

Have your portfolio organized with your checklist.

Forms

Note—these are sample forms. Actual forms may vary depending upon the school, team or grade level.

Teachers:

Form A—Teacher Skills Assessment

The Teacher Skills Assessment is completed by the teacher for each student. They are placed into the student portfolios before conferences. The students share this information with their parents during the conference.

Form B—Student-Led Conference Time Schedule

Teachers use this form to schedule students/parents coming in for conferences. Four student/parent groups can be scheduled per time slot, per conference area.

Form C—Conference Suggestions for Teachers

The Suggestions for Teacher Form is used by teachers during the conferences as a general guide for their conference role.

Form D - Conference Concerns/Comments for Subject Teachers

This form is to be completed by the teacher during the conference and shared with the subject teachers so they can contact the parents about their concerns.

Students:

Form E—General Reflection & Improvement Plan

This is filled out by the students before the conference. The students will go over the form and have parents complete their portion during the conference.

Form F—Student Self Evaluation

Students complete this one time before conferences reflecting on their general progress.

Form G—Student Goal Sheet

Students complete one goal sheet per class at the beginning of the marking period. Students self-evaluate their chosen assignments on this sheet prior to conferences and place in their portfolio.

Form H—Student Skills Assessment

Students complete Skills Assessment Forms for each subject before conferences and these go into their portfolio.

Form I—Student Portfolio Checklist

The students use this as a guide during the conference and check off each item as they complete them.

Parents:

Form J—Post Conference Questionnaire

This form is for parents to evaluate their child's conference/school performance and have parents and students together set future goals.

Form K—Parent Checklist

The Parent Checklist is a parent guide for Student-Led Conferences. It is given to parents prior to conferences and is also available on conference day at each conference station.

Other Forms and Templates:

Form K - Student-Led Conference Logistics Checklist: For Teachers

This form is to help teachers ensure they have completed all of the necessary steps prior to, during, and after the student led conference.

Form L - Lesson Plan: Student-Led Conference Preparation Critique

This is a two or three day sample lesson plan to help prepare students for presenting during their student led conferences.

Form M - Sample Letter to Families

This letter can be sent out to families the week or week before student led conferences. It helps to clarify the process for parents and provide additional information.

Form N – Appointment Preference Letter for Parents

This is a letter to parents/guardians that allow them to pick a general time to schedule their student led conference with the advisor.

Form O - Student Led Conferences: Parent Schedule Notice

This form is to be sent out at least a week in advance to let the student's parents/guardians know when and where their student will be doing their conference.

Form P - Student-Led Conference Parent Survey

This form is to be completed by the parent/guardian before leaving the school. This will help us better understand

Form Q - Portfolio Requirements for Student-Led Conferences

This outlines possible requirements for the portfolio students will need to create for the student led conferences.

Form R - Sample Agenda/Script #1

This is an example of an agenda and/or script that can be followed during the conference. It also can be used to guide students and teachers as they practice for the conference.

Form S – Sample Agenda/Script #2

This is another example of an agenda and/or script that can be followed during the conference. It also can be used to guide students and teachers as they practice for the conference.

Form T – Sample Agenda/Script #3

This is another example of an agenda and/or script that can be followed during the conference. It also can be used to guide students and teachers as they practice for the conference.

Form U – Student Led Conference Prep Sheet Notecard

These are sample note cards that can be used for students in preparation of their conferences.

Form A

Teacher Skills Assessment

Teacher Name & Class:

Student Name:

	4 Exceptional	3 Above Average	2 Average	1 Below Average
Attendance Promptness	Student is always prompt and regularly attends classes.	Student is late less than once per month and regularly attends classes.	Student is late more than every two weeks and regularly attends classes.	Student is late to class more than once per week and has poor class attendance.
Level of Engagement in Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.

Form C

Conference Suggestions for Teachers

- 1) *Please remember this is a STUDENT-LED conference. Manage the amount of time you are talking. Allow the students and parents to do most of the speaking.*
- 2) When you do have a conversation with parents, emphasize student progress and goal attainment.
- 3) When students seem to be struggling, encourage them to keep focused on the checklist, marking off each item as they complete it.
- 4) Be positive and supportive, emphasizing the things the student has accomplished.
- 5) Make yourself available throughout the conference by walking about the room.
- 6) Remind parents to fill out the conference evaluation sheet.

Form D

Conference Concerns/Comments for Subject Teachers

Please record any additional conference concerns or comments for subject teachers.

Subject	Comments
	Please call: # Please call to schedule a meeting: #
	Please call: # Please call to schedule a meeting: #
	Please call: # Please call to schedule a meeting: #
	Please call: # Please call to schedule a meeting: #
	Please call: # Please call to schedule a meeting: #
	Please call: # Please call to schedule a meeting: #

Form E

General Reflection & Improvement Plan *Student & Parent Involvement*

Student Name: _____

Student Reflection

Reflection is an important strategy for improvement. We all benefit from examining both our strengths and weaknesses. Below are questions addressing these strengths and weaknesses, academically and behaviorally. Please answer each statement in complete sentences.

I believe that my strengths academically are:

Academically, I have the greatest difficulty with :

As far as behavior is concerned, I believe my greatest strength is:

Behaviorally I struggle with:

Student Improvement Plan (Parent involvement required)

Parents, please take a few minutes to reflect on your child's responses above.

The following ideas or strategies may be beneficial in order to improve academically:

The following ideas or strategies may be beneficial in order to improve behaviorally:

Other comments: _____

Parent Signature: _____ Student Signature: _____ Date: _____

Form F

Student Self- Evaluation

Name: _____

Give yourself a: 1 = NEVER, 2 = SELDOM, 3 = FREQUENTLY, 4 = ALWAYS

Quality Producer

- I work successfully as a team member
- I produce quality projects, assignment, or performances I meet due dates/deadlines
- I go above and beyond

Effective Communicator

- I effectively communicate thoughts and ideas
- I make positive contributions to lessons/discussions
- I deal with problems, arguments, or fights in a positive way

Lifelong Learner

- I know who to ask for help and information
- I know how to find and use a variety of resources I am flexible and creative when necessary

Responsible Citizen

- I follow rules and directions
- I make a positive contribution to the classroom and school
- I demonstrate respect and understanding for myself and others

Perceptive Thinker

- I demonstrate knowledge and interest in the world and current events
- I use knowledge and creativity to solve problems. I think beyond the obvious.

Self-Directed Individual

- I show maturity and responsibility by making healthy, safe and wise choices. I set goals and follow through with them
- I start work, stay on task, and complete the assignment without being reminded or prompted.

Form G

Student Goal Sheet

Class _____

4=Outstanding 3 = Satisfactory 2=NeedsImprovement 1 = Needs Much Improvement

I would rate my effort in class as: 1 2 3 4

(Students circle their effort the week of conferences)

The following is an academic goal I will work toward achieving during this semester:

Goal:

The piece of work you are proud of: (Students fill this out the week of conferences)

I am most proud of this piece of work because...

The piece of work that shows you put in maximum effort:

This piece of work shows I worked hard because...

The piece of work you could have done better on:

I could have improved this piece of work by...

Form H

Student Skills Assessment

Teacher Name & Class: _____

Student Name: _____

	4 Exceptional	3 Above Average	2 Average	1 Below Average
Attendance & Promptness	I am always prompt and regularly attend classes.	I am late less than once per month and regularly attend classes.	I am late more than every two weeks and regularly attend classes.	I am late to class more than once per week and have poor class attendance.
Level of Engagement in Class	I proactively contribute to class by offering ideas and asking questions more than once per class.	I proactively contribute to class by offering ideas and asking questions once per class.	I rarely contribute to class by offering ideas and asking questions.	I never contribute to class by offering ideas and asking questions.
Listening Skills	I listen when others talk, both in groups and in class. I incorporate or build off of the ideas of others.	I listen when others talk, both in groups and in class.	I do not listen when others talk, both in groups and in class.	I do not listen when others talk, both in groups and in class. I often interrupt when others speak.
Behavior	I almost never display disruptive behavior during class.	I rarely display disruptive behavior during class.	I occasionally display disruptive behavior during class.	I almost always display disruptive behavior during class.
Preparation	I almost always prepared for class with assignments and required class materials.	I usually prepared for class with assignments and required class materials.	I rarely prepared for class with assignments and required class materials.	I almost never prepared for class with assignments and required class materials.

Form I

Student Portfolio Checklist *Portfolio Table of Contents*

1. General Reflection Plan

2. Student Class work — organized by hour student has the subject

Language Arts

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Science

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Social Studies

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Math

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Electives (optional)

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

3. Parent Questionnaire

Form J

Parent Post-Conference Questionnaire

Student Name: _____

What did you learn about your child's progress?

Was your child prepared for the conference? How or how not?

What would you like your child to be working on for his/her next goal?

Parent Signature: _____

Student Post-Conference Questionnaire

Evaluate the following questions on a 1 – 5 scale (1 being the best)

I was prepared for the Student Lead Conference: _____

I showed my adult my portfolio and answered all of his/her questions _____

During this process I learned that I need to.....

If I were grading myself on this, I'd get a _____ Why?

Form K

Parent Checklist

A guide to Student-Led Conferencing

Your child should be walking you through their portfolio explaining each piece. Below is a checklist of what they should discuss with you.

- Review your child's "How Do I See Myself" survey. Ask questions of your child if you don't understand something.

- Review your child's goal and reflection page. Ask questions of your child if you don't understand something.

- Let your child discuss their self-improvement plan with you. Encourage him/her to reach their goals!

- Review your child's work for each class during the conference. Your child should share what he/she's proud of and what he/she could have improved on.

- After your child has led you through the conference, raise your hand and a teacher will be available to answer any questions you might have. If you'd like to speak with more than one teacher, feel free to do so.

- Please fill out both evaluation forms before you leave, and give to a teacher, or place in the tray by the door.

Our goal is best meet the needs of our students and parents. Your honest feed- back provides us with the means of assessing and improving of our educational methods and approaches regarding those needs.

Form L

Student-Led Conference Logistics Checklist - For Teachers

Pre-Conference/Scheduling Logistics

- I have scheduled a conference for each student in my Employability Skills.
- Each family knows when to arrive and where the conference will be held.
- I know the first and last names of any adults that will be attending the conference.
- I have created other arrangements for parents who cannot attend the regular conference times.

Pre-Conference/Student Logistics

- I have helped students organize assignments and prepare for conferences.
- I have helped students learn appropriate speaking skills.
- I have set aside Employability Skills time for students to practice student-led conferences with peers.
- I know my Employability Skills class! I know what classes they are excelling in and in which they struggle. I know if they are having trouble with behavior in a specific class or homework in another. I definitely know if a student is failing a class and I've spoken with the subject teacher to find out why. I know if the child's family is going through a difficult time. I know with whom each student lives and if there has been a change in the home environment. I know the names of my students' parents and I think I may recall the names of a sibling or two. I know if a student is habitually tardy or late. Nothing is a surprise to me.

Materials for Conferences

- I have a copy of the conference schedule posted outside my classroom.
- I have set up chairs in the hallway for families that arrive early.
- I have a group of desks arranged to promote small group discussion. Multiple chairs are available.
- I have a copy of the conference schedule in front of me.
- I have a timer or watch and multiple pens.
- I have copies of parental concern sheets that I can provide and enough surveys for each conference. I have a folder in which to keep documents.
- I have a sheet on which to record parental concerns that cannot be addressed during the conference.

During the Conference

- I stick to the schedule. I make sure that each conference ends before the next begins.
- I let the student talk. I help the student if the parent is talking too much, and I try to redirect the conversation if the parent begins to get upset.
- I make sure all of the paper distribution and signing happens without taking away from the student's presentation.

- I welcome each family, preferably using names, and thank them for coming. I remind families that the student will do most of the talking and that it is best to save questions for the end.
- If a parent wants to meet with a teacher I can provide them with a parental concerns sheet and tell the subject teacher the next day.
- I thank each family for coming and reaffirm my availability for current or future concerns and give them a survey to fill out at home.

Post Conference

- Inform core teachers of parent concerns
- Collect parent surveys
- Send student-led conference thank-you's (created by the student) to be sent home no later than a week after conferences.

Form M

Lesson Plan: Student-Led Conference Preparation Critique

Day 1

Engage

- Ask students to turn and talk with a partner. Together come up with 5 things that keep their attention if they are listening to a speaker (e.g., a clear, loud voice) **Share out a few**

Grapple

- Watch a model student-led conference video (for a collection of student-led conference videos see Video Spotlight 5.2 or go to <https://ededucation.org/resources/collections/student-led-conferences>)
- Discuss at your table what makes this student's conference good.

Apply

- Give each table three pink sticky notes (looks like) and three blue sticky notes (sounds like)
- Watch the model again. Write one specific "looks like" on each pink sticky note. Write one specific "sounds like" on each blue sticky note.
- Join two table groups together. Ask students in this larger group to organize their collective sticky notes into "looks like" and "sounds like" and then cluster together any sticky notes that are similar.

Synthesize

- Invite each super-table group to share 1-2 looks like, then 1-2 sounds like criteria
- Synthesize these into general presentation criteria and create an anchor chart to guide students' rehearsals

Day 2

Engage

- Remind students of the presentation criteria anchor chart; unpack any criteria that students are unclear about

Grapple

- Fishbowl a student-led conference rehearsal. The teacher could play student and present a conference, or, invite a student who has done one before to demonstrate
- Ask five students outside of the fishbowl to provide feedback based on the criteria list. (Remind students of feedback norms: be kind, specific, and helpful). Consider providing sentence stems to get students started.

Apply

- Pair students up and have them rehearse their student-led conference with a partner. Remind student to be kind, specific, and helpful when giving feedback and to use the criteria list/anchor chart to give feedback.

Synthesize

- Exit Ticket: Ask students to write a goal related to the "looks like" or "sounds like" criteria that they want to work on most before their next formal rehearsal.

The Following Week

- Develop a formal presentation rubric or criteria list based on the anchor chart.

- In the next week or two, give students an opportunity to rehearse again with a buddy, a teacher, or someone in another class.
- Ask the partner to give feedback based on the presentation rubric.
- Return the exit tickets and ask students to journal on whether they met their goal.

Form N

Sample Letter to Families

Dear XXX School Families,

Your middle school student's conference is scheduled for this week. By now, your student's Employability Skills teacher has contacted you or left a message, and we are aiming for 100% attendance.

What's the parent role during Portfolio conferences? The adult's role is to ask probing questions that help students reflect upon the piece that they are presenting. We are trying to help students see improvements, next steps, or work habits that supported or impeded success.

I have never been part of a student-led conference. What are some good questions to ask during the portfolio portion?

- What was the process for creating this piece?
- What skills and knowledge does this piece demonstrate?
- How did you improve your work over time?
- How did your work change from the first draft to the final draft?
- How did you use feedback to improve the piece?
- What are you most proud about this piece?
- If you were to do it over again, what would you do differently?
- What did the process teach you about your strengths and weaknesses in this class?
- What did you learn about yourself as a learner by creating this portfolio?

What are common parent concerns about portfolios? *First drafts are messy. Spelling is not perfect. Pieces of work get lost. Not all student work meets grade-level standards. Students sometimes struggle to explain their work.* Portfolios are meant to show the whole journey towards success, and the bumps along the way help us all support our student's success in the next semester. Please support growth by asking questions that make students think about their work. Criticism will lead a student to be less likely to share about herself.

What if I have specific questions for one of my child's teachers? You will meet with your student's advisor. Should you have concerns that need to be addressed by a specific teacher, your crew leader will take notes and facilitate the connection.

We can't wait to see you.

Sincerely,

Form O

Appointment Preference Letter for Parents

Date

Dear *school name* parents and families:

On Tuesday, November 18, 2008 we will be meeting to discuss students' progress with parents and families for the final quarter. Kindly indicate which times below are best for you, then we will make every effort to schedule a convenient appointment time.

Please note Tuesday, November 18, 2008 will be no school for students.

We look forward to informative, productive conferences!

Most sincerely,

XXX School Staff

Please cut, sign and return...

Student's name: _____ Student's grade: _____

Parents/guardian/family member's name: _____

Relationship to student: _____

_____ Please schedule our appointment between 12:00 PM and 3:00 PM.

_____ Please schedule our appointment between 5:00 PM and 7:40 PM.

_____ Please schedule our appointment at any time.

_____ I/We am/are unable to meet with you on Tuesday, November 18, 2008. I/We will call you or send a note to schedule an appointment.

Form P

Student Led Conferences: Parent Schedule Notice

Dear parents/guardians:

It's time for our student-led conferences and your child has been working very hard to prepare for this event. He or she has selected work samples from all classes, analyzed his or her strengths and weaknesses as a learner, and set possible goals for the remainder of the school year. Please come to this conference prepared to listen, acknowledge his or her effort and growth, and ask questions of your child.

You will also be asked to help complete the goals and develop a plan to achieve them.

You and your child have been scheduled for a conference on:

_____	_____	_____
(Date)	(Time)	
(Room)		
_____	_____	
(Student name)	(Conference facilitator)	

If you need to reschedule, please contact the school at (505) xxx-xxxx. Thank you!

Successful students are supported by involved parents. Thank you for attending this conference.

Form Q

Student-Led Conference Parent Survey

What grade is your child in? ____

Student-led conferences gave me deeper insight into the following aspects of my child's learning (check all that apply):

- What my child is learning
- My child's study habits such as finishing assignments/handing in work on time
- My child's growth as a learner
- My child's habits of scholarship

What was the most helpful mode of communication regarding student-led conferences?

- Hard copy letter from the principal
- Emails from my child's crew leader
- Robo call reminders

What was the most challenging part of participating in student-led conferences?

- Scheduling
- Not being familiar with the conference format
- Logistics (timing and transportation)
- Letting my child lead the conversation
- Other _____

What was the most rewarding part of student-led conferences for you?

What could we do better in preparing for and conducting student-led conferences next time?

Form R

Portfolio Requirements for Student-Led Conferences

Learning Targets for Student-Led Conferences:

- I can speak clearly and articulately about my work.
- I can reflect on my growth as a learner.
- I can identify and describe my own strengths and weaknesses.

Choose five pieces of work from different subjects (from the current academic year)

1. Piece #1: An example of work you are proud of. The piece shows what you learned and what makes you feel successful. Choose work from a core class.
2. Piece #2: An example of work that you struggled with—it was a challenge. The piece shows what you learned and how you can improve on this kind of assignment next time. Choose work from a core class.
3. Piece #3: Make your own choice (Core or Elective).
4. Piece #4: Make your own choice (Core or Elective).
5. Piece #5: Make your own choice (Core or Elective).

Name one habit of scholarship where you have improved, such as coming prepared for class or getting work in on time. Explain how you have improved and what that has meant to you.

[Insert Site Specific Habits of Scholarship]

Look carefully at the letter you wrote for the Current Grade and Goal Reflection task. Read from your letter and be sure to name one goal you have for yourself and what you're doing/changing to make that goal come to life. Name specific subjects, works, etc. if needed. Summarize here what from your letter you want to discuss during this time.

Form S

Student-Led Conference Agenda/Script - Sample #1

Opening

- Introductions: Welcome your family to the conference, introduce all adults, and thank them for attending.
 - “Mom/Dad, this is my Employability Skills teacher Mr./Mrs. _____. Mr./Ms. _____, this is my family member _____”
 - “I want to thank you for taking the time to come to my conference.”
- Purpose: Explain why you are leading this conference and how the conference will work.
 - “This is an opportunity for me to share who I am as a learner.”
 - “I’ll begin by sharing some of the work in my portfolio. Then, we’ll have some time to talk about the ways I’ve grown as a learner and establish goals for the next few months. Finally, we’ll look at my report card.”

Sharing the Portfolio

- Introduction to the Portfolio: Explain the purpose of your portfolio.
 - “This portfolio contains some of my best work from the past few months. I’m going to show you a piece from one of my classes and explain how I completed this work and what this work shows about me as a learner.”
- Work samples: Present your subject-area work.
 - “This piece is from my _____ class. The task was to _____.”
 - “The key skills and knowledge in this piece include _____. Some of the important learning targets that this work addresses include _____.”
 - “In my first draft you will notice that I succeeded in _____ but had challenges with _____. I got feedback about _____.”
 - “My final draft shows improvement in _____.”
 - “In reflecting on this piece, I am proud of _____ but need to continue working on _____.”
 - This piece demonstrates the Two Rivers’ expectation of I work hard/I care for my community/I am a team player/I am responsible and independent because _____.”

My Data

This section varies- depending upon the data featured.

Goal Setting/Closing of Portfolio

- Goal Setting: Reflect on how you hope to improve your work in the future.
 - “I am proud of my work in _____ and need to work on _____.”
 - “Some ideas I have to continue developing as a learner include _____”
 - In the next few months I hope to _____.”
 - “Do you have any questions about what I’ve presented or ideas about how I can produce my best work?”

Report Card/Logistics

- The Employability Skills teacher comes to the table to distribute the report card.
- Discussion of report card: Are there any surprises? Are there any areas of improvement? What might be some specific goals for next report card?
- Logistics: This is an opportunity for the crew advisor to address any outstanding logistics
- Thank you: “Thank you for supporting me by participating in my student-led conference.”

Form T

Student-Led Conference Agenda/Script - Sample #2

1. **Welcome and Introductions**
2. **Purpose and Conference Agenda**
 - Today, we are meeting to...
 - I will talk about...
3. **Portfolio Piece #1**
 - What was the task?
 - What are the characteristics of strong work?
 - What revisions did you make and why?
 - What are you proud of? What do you still need to work on?
4. **Portfolio Piece #2**
 - The task was to...
 - The skills I used were...
 - In my first draft, I was strong in... But I needed to improve at...
 - I got feedback that told me to...
 - In my final draft, I changed... This strengthened my work because...
 - I am proud of... I still need to work on...
5. **Portfolio Piece #3**
 - The task was to...
 - The skills I used were...
 - In my first draft, I was strong in... But I needed to improve at...
 - I got feedback that told me to...
 - In my final draft, I changed... This strengthened my work because...
 - I am proud of... I still need to work on...
6. **My Data**
 - I will now show my Interim Assessment Scores. This is a test that we take at the end of each quarter to measure our understanding of the curriculum taught during the previous quarter.
 - As you can see in English...
 - As you can see in Math...
 - Looking at my data I need to....
 - I have set a goal to...
7. **Questions and Feedback**

8. Share Report Card

Form U

Student-Led Conference Agenda/Script - Sample #3

Phase 1: Welcome & Introductions— Welcome everyone to the meeting and thank people for coming. Do introductions. Make sure everyone learns everyone else’s name. Encourage handshakes.

Phase 2: Intentions— Remind everyone why we are here today, by reading the script below.....

“Recently, I took some time to think about how certain things are going for me in school and WHY they are going this way. Today I will share some of those thoughts with you. I will discuss not only things I am proud of, but also things I want to work on. As for the areas in which I need to grow, I have some ideas for how I can improve. I want to run those ideas by you today, and see if you have anything to add. By the end of the meeting, I hope that we have a plan in place that we all agree will help me become more successful in school.”

Phase 3: Agenda Review— Quickly review the agenda so everyone knows what to expect.

Phase 4: Discuss Agenda Item # 1 (Strength)—Explain item then ask parents/ teachers if they’d like to comment.

Phase 5: Discuss Agenda Item # 2 (Primary Area for Growth)— Explain item then ask parents/ teachers if they’d like to suggest more solutions.

My Primary Area for Growth is:

Describe how things are currently going in this area

I think I struggle in this area because

I think it's important that grow in this area because

In order to grow in this area, I could (list some things you could try)

In order to help me grow in this area, my parents/teachers could

Notes: In the space below, write down anything you want to remember about comments made during meeting about Primary Growth Area

Phase 6: Discuss Agenda Item # 3 (Secondary Area for Growth)— Explain item then ask parents/ teachers if they'd like to suggest more solutions.

My Secondary Area for Growth is:

Describe how things are currently going in this area

I think I struggle in this area because

I think it's important that grow in this area because

In order to grow in this area, I could (list some things you could try)

In order to help me grow in this area, my parents/teachers could

Notes: In the space below, write down anything you want to remember about comments made during meeting about Secondary Growth Area.

Phase 7: Additional Agenda Items— Ask the rest of the team if there is anything else they'd like to discuss today. If so, take time to discuss and take notes in the space below, if necessary.

Notes:

Phase 8: Recap— Mr. K will present a review of the meeting and remind the group what the ACTION STEPS are. Student will right down the plan in the space below..

MY ACTION STEPS		
<i>Primary Growth Area</i>	<i>Secondary Growth Area</i>	<i>Other</i>

Phase 9: Last Words— Each team member will make one final statement

Phase 10: Farewell THANK the team for coming together to meet today.

Please let your parent or guardian know that **they have the option to stay and talk more with the teachers**, even though it is now time for you, as the student leader, to go back to class. **Shake hands** and head out. :)

Form V

Student Led Conference Prep Sheet Notecard

Step 1: Introductions (Welcome family and introduce all adults)

“Mom/Dad, etc., this is my crew advisor _____.”

“Mr./Ms. _____, this is my family member _____.”

“Thank you for taking the time to come to my conference.”

Step 2: State Purpose and Agenda of Conference

“This is an opportunity for me to share who I am as a learner.”

“I’ll begin by sharing some of my high quality work in my portfolio. Then, we’ll have some time to talk about the ways I’ve grown as a learner and establish goals for the next few months.”

“Finally, we’ll look at my report card and give you a chance to give feedback and ask questions.”

Step 3: Explaining and Sharing the Portfolio

“The portfolio contains some of my best work from the past few months. I’m going to show you some key pieces from 3 (or 4 or 5) of my classes. I’ll explain what I learned from doing this work, how I revised the work to make it high quality, and what this work shows about me as a learner.”

Student Led Conference Prep Sheet Notecards

Step 1: Introductions (Welcome family and introduce all adults)

Step 2: State Purpose and Agenda of Conference

Step 3: Explaining and Sharing the Portfolio

Step 4: Any last comments before you start your first piece (optional)
