**STUDENT-LED CONFERENCES**

**IN THREE EASY STEPS!**

**Complete Guide to Planning and Implementing**

**Student-Led Conferences in Your Middle School**

**Packet Includes:**

* + **![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X0LAV8PZ\MC900089046[1].wmf]()**Planning Timeline
	+ Parent Letters
	+ Conference Confirmation Slips
	+ Schedule Sheet
	+ Student Ice Breaker Activity
	+ Student Resume
	+ Student Portfolio Organizer
	+ Student Reflection
	+ Checklist for Students
	+ Evaluation Form for Staff, Students, and Parents
	+ **![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IHW53H0Y\MC900432636[1].png]()**Goal-setting Activities
	+ And more…….

**Created by Surviving to Thriving LjL.**

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**STUDENT-LED CONFERENCES IN THREE EASY STEPS!**

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**RATIONALE**

* Encourages students to accept personal responsibility for their performances in school.
* Teaches students the process of self-evaluation and goal-setting.
* Facilitates the development of students' oral communication and organizational skills in a formal setting.
* Decreases stress and frustration for teachers and parents.
* Enhances the connection between student, parent, and school.

**PLAN! PRACTICE!! PERFORM!!!**

**STEP 1: PLAN**

* Communicate to staff, parents, and students what student-led conferences are all about and the purpose for implementing them. Consider a notice in your school bulletin.
* Design the documents you will need to implement student-led conferences which include:
	+ Planning Timeline for staff (p. 3)
	+ A letter to parents explaining the process of student-led conferences with conference request slip attached. ( pp. 4-5)
	+ Conference Confirmation Slips (pp. 6-7)
	+ Schedule Sheet (p. 8)
	+ Student Ice Breaker Activity (pp. 9-12)
	+ Student Portfolio Organizer (p. 13)
	+ Student Reflection (p. 14)
	+ Checklist for Students ( pp. 15-16)
	+ Evaluation Form for Staff, Students, and Parents (pp. 21-23)
* Construct student portfolios that may include any or all of the following:
	+ Table of Contents (Have students create using the computer or by hand.)
	+ Student Ice Breaker Activity or Student Resume (pp. 9-12)
	+ Assignments from various content areas
	+ Rationales for including specific assignments (p. 13)
	+ Goal-Setting Activities (pp. 17-18)
	+ Parent Comments (On student checklist pp. 15-16)
	+ Use file folders or have students make and decorate their own portfolios using construction paper

**STEP TWO - PRACTICE**

* **Before** conference night, provide time for students to practice their student-led conferences, following the student check list.
* **Rehearse** the proper format for the student to introduce his or her advisor or teacher to his or her parents or guardians.
* **Remind** students that parents are invited to visit other teachers, counselors, or tour the building before or after the student-led conference.

**STEP THREE - PERFORM**

* Facilitate on the day of the conferences. Remember that you are the facilitator and the students are the performers.
* Share any other pertinent information with parents regarding the student's progress or invite parents to make an appointment for a conference in the near future.
* Roam the room and stop to visit with each family briefly. Be available to remind students to follow their checklists.

*After the conferences are over, take time to evaluate the success of student-led conferences.*

*Make note of those things that worked and those things that may need tweaking*.

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**A Suggested Time Line for Student-Led Conferences**

|  |  |
| --- | --- |
| **Dates** | **Activities** |
| Fall SemesterSeptember/OctoberSpring SemesterJanuary/February | * Create collection of student work.
* File student work in a construction paper folder.
* Students will eventually select specific assignments for their Student-Led Conferences Portfolio.
 |
| 6 weeks before conferences | Send letters (or emails) home to parents explaining the student-led conference process and appointment slips. |
| 4 weeks before conferences | * Appointment slips are due.
* Return appointment confirmation slips as soon as possible.
* Record appointments on the schedule sheet.
 |
| 3 weeks before conferences | * Contact parents who did not return appointment slips via phone, mail, or email.
* Schedule appointments for these parents. Use an assumptive
* technique:

*Your student-led conference is scheduled for Thursday, March 7 of 8:00 P.M. If you need to change that appointment time, call \_\_\_\_\_\_.* |
| 2 weeks before conferences | * Select student work for the portfolio.
* Students write a rationale for each inclusion (meets this standard or benchmark, is on example of my best work, most proud of).
* Complete ice breaker activity
* Construct a table of contents for the portfolio
* Prepare the portfolio for the student-led conference
 |
| 1 week before conferences | * Review the "Student Checklist' with students
* Rehearse conferences and introductions
* Check that each student has everything in his or her portfolio in the correct order
 |
| Day 1 - Evening Conferences(Create an agenda for your school situation: Teams, Houses, Special Area, Student Support. Encore teachers teach art, music, technology, physical education, etc.) | Conference Agenda5:00--5:30 P.M. - Student-Led Conferences5:30--6:00 P.M - Visit Encore and Team Teachers6:00--6:30 P.M. - Student-Led Conferences6:30--7:00 P.M. - Visit Encore and Team Teachers7:30--7:30 P.M. - Student-Led Conferences7:30--8:00 P.M. - Visit Encore and Team Teachers8:00--8:30 P.M. - Student-Led Conferences8:30--9:00 P.M. - Visit Encore and Team Teachers |
| Day 2 – Morning Conferences | Conference Agenda8:00--8:30 A.M. - Student-Led Conferences8:30--9:00 A.M. - Visit Encore and Team Teachers9:00--9:30 A.M. - Student Led Conferences9:30--10:00 A.M. - Visit Encore and Team Teachers10:00--10:30 A.M. - Student Led Conferences10:30--11:00 A.M. - Visit Encore and Team Teachers |

**Middle School Conference Parent Letter**

To: Cesar Chavez Families

From: Ms. Sprinkle

Date:

Subject: STUDENT-LED CONFERENCES



Conferences are scheduled on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These conferences will be led by our students. Student-led conferences put the responsibility for learning on the student. Students are responsible for presenting and explaining school work that has been collected from a variety of classes and placed in a portfolio. The work in the portfolio supports your son’s or daughter’s progress. Student-led conferences provide an opportunity for children to talk about their education with their parents or guardians in a formal setting.

When you arrive at Cesar Chavez, your child will introduce you to his or her teacher. Next your child will conduct a student-led conference by reporting and explaining his or her progress report and presenting items in the portfolio. Your child’s teacher will be available as a resource, but the main person responsible for facilitating the conference is your child. The student-led conference lasts from 20-30 minutes.

After the student-led conference, you and your child may choose to briefly visit any of the team teachers and/or support staff. If you need to talk in more depth about your child’s progress, please make an appointment with your child’s team.

Please complete the Conference Appointment Request below and indicate three possible times for your conference. Return the Conference Request to your child’s teacher by (\_\_\_\_\_\_\_\_\_\_\_). We will do our best to accommodate your choices. If you have other children in middle school, please indicate that on the Conference Request. Confirmations will be sent home with your child beginning the week of \_\_\_\_\_\_\_\_\_.

Your child is working hard to prepare these conferences. Our students mature and learn through this process. We look forward to seeing you.

**✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄**

CONFERENCE APPOINTMENT REQUEST

Please return this appointment request to your child’s advisor no later than (\_\_\_\_\_\_\_\_\_\_\_\_\_).

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other children at (Cesar Chavez):

6th grader/Time\_\_\_\_\_\_\_\_\_\_\_\_\_ 7th grader/Time\_\_\_\_\_\_\_\_\_\_\_ 8th Grader/Time\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT-LED CONFERENCE TIME (Indicates your 1st, 2nd, & 3rd choice.)

|  |  |  |  |
| --- | --- | --- | --- |
|  Date | Choice |  Date | Choice |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Middle School Conference Parent Letter**



Dear Parents and Guardians,

Student-Led Conferences are scheduled for (\_\_\_\_\_\_\_\_\_\_). Once again, your child will be responsible for presenting and explain a variety of class assignments and projects to you that have been collected in a portfolio. Student-led conferences allow students to share their portfolios of quality work, practice their communications skills, report on their school progress, practice organizational skills, assess their work honestly, and become accountable for their work and their behavior.

When you arrive at Cesar Chavez for conferences, your child will escort you to his or her teacher. Next your child will share his or her portfolio. After your student-led conference, you are invited to speak with any of your child’s other team and supporting staff. If necessary, you may schedule a future meeting with a specific teacher or team.

Please complete the Conference Request below and indicate three possible times for your conference. Return the Conference Request to your child’s teacher by \_\_\_\_\_\_\_\_\_\_. We will do our best to accommodate your choices. If you have other children at Cesar Chavez, please indicate that on the Conference Request. Confirmations will be sent home with your child beginning the week of \_\_\_\_\_\_\_\_\_.

We continue to appreciate your support of (School Name) and your children’s education.

Sincerely,

(School Name) Staff

**✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄ ✄**

CONFERENCE APPOINTMENT REQUEST

Please return this appointment request to your child’s advisor no later than (DATE).

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other children at (School’s Name):

6th grader/Time\_\_\_\_\_\_\_\_\_\_\_\_\_ 7th grader/Time\_\_\_\_\_\_\_\_\_\_\_ 8th Grader/Time\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT-LED CONFERENCE TIME (Indicates your 1st, 2nd, & 3rd choice.)

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Choice | Date | Choice |
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**Fall Student-Led Conference Confirmation**

(Conference Date:\_\_\_\_\_\_\_\_\_\_\_\_)

Dear Parents/Guardians of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for your response to student-led conferences. We have tried our best to accommodate your schedule. You are scheduled to participate in a student-led conference with your child at the following time:

 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ETB8UHV3\MC900020667[1].wmf]() Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Room:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your conference will be led by your child, and I will be available to respond to your questions or requests. I look forward to seeing you at conferences!

Sincerely,

Ms. Sprinkle

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![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ETB8UHV3\MC900020667[1].wmf]()(Cesar Chavez)

**Fall Student-Led Conference Confirmation**

(Conference Date:\_\_\_\_\_\_\_\_\_\_\_)

Dear Parents/Guardians of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for your response to student-led conferences. We have tried our best to accommodate your schedule. You are scheduled to participate in a student-led conference with your child at the following time:

 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Your conference will be led by your child, and I will be available to respond to your questions or requests. I look forward to seeing you at conferences!

Sincerely,

Ms. Sprinkle

(Cesar Chavez)

**Spring Student-Led Conference Confirmation**

(Conference Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_)

Dear Parents/Guardians of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for your response to student-led conferences. We have tried our best to accommodate your schedule. You are scheduled to participate in a student-led conference with your child at the following time:

 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RAE17T4V\MC900020666[1].wmf]() Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Room:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your conference will be led by your child, and I will be available to respond to your questions or requests. I look forward to seeing you at conferences!

Sincerely,

Ms. Sprinkle

(Cesar Chavez)

**Spring Student-Led Conference Confirmation**

(Conference Date: \_\_\_\_\_\_\_\_\_\_\_\_\_)

Dear Parents/Guardians of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for your response to student-led conferences. We have tried our best to accommodate your schedule. You are scheduled to participate in a student-led conference with your child at the following time:

 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RAE17T4V\MC900020666[1].wmf]() Room:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your conference will be led by your child, and I will be available to respond to your questions or requests. I look forward to seeing you at conferences!

Sincerely,

Ms. Sprinkle

Cesar Chavez

**STUDENT-LED CONFERENCE SCHEDULE**

Team\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Room\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Student Name | Date | Student Name |
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*Please forward a copy of this schedule to the office so that they will have a copy in case parents call to confirm or change their scheduled conference time. Thank You!*

(Casar Chavez) STUDENT-LED CONFERENCES

My Resume for \_\_\_\_\_\_\_\_\_\_ Quarter

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 3 WORDS THAT DESCRIBE ME AS A STUDENT | 1.
2.
3.
 |
| SOMETHING NEW I LEARNED THIS QUARTER |  |
| MOST ENJOYABLE SCHOOL ACTIVITY THIS QUARTER |  |
| MOST PROUD OF THIS ACCOMPLISHMENT THIS QUARTER |  |
| SOMETHING I PLAN TO DO NEXT QUARTER |  |
| SOMETHING I PLAN TO DO IN THE FUTURE |  |
| SCHOOL REFERENCE:Name:Position: | This person would probably say this about me. . . |
| SCHOOL REFERENCE:Name:Position: | This person would probably say this about me. . . |

Conference Introductory Activity

DID YOU KNOW THAT??

When I think about my classes, I am proud of . . . .

Let me tell you who some of my friends are this year. . .

The thing I really like about school this year is . . .

My favorite subject this year is . . .

because. . .

One thing I would like to change is . . .

Conference Introductory Activity

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KCUNRVP6\MC900370808[1].wmf]()HANGING IN THERE IN 7TH GRADE

The one thing I think is really cool about 7th grade is . . .

One thing I am going to work on this year is . . .

I think my best subject this year is going to be . . .

One thing I think my friend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ might say about me is . . .

One thing I hope my teachers will say about me at the end of the year is . . .

Conference Introductory Activity

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8WL5JIBI\MC900383584[1].wmf]()![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5Y1UJJV8\MC900078729[1].wmf]()MANAGING 8TH GRADE

One great thing about being an 8th grader is . . .

One awesome thing about my friend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is . . .

One subject I find easier this year is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because . . .

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IHW53H0Y\MC900326294[1].wmf]()One thing I think I need to learn before going to high school is . . . .

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JIHNJH7E\MC900391016[1].wmf]()(Cesar Chavez) PORTFOLIO ORGANIZER (DATE: )

Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: Ms. Sprinkle

This portfolio selection is an example of work I do in this class. It is connected to the following Common Core Learning Standards/Next Generation Science Standards

Standard(s)

At this time I am earning a grade of \_\_\_\_ in this class because I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I chose this example because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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REFLECTING ON MY SCHOOL WORK FROM \_\_\_\_\_\_\_\_\_\_ QUARTER

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 🖌WRITING: You have completed many types of writing this quarter. Which of your writing assignments represents your best work in writing? Explain why. |
|  |
| * MATH: Which assignment shows that you really understand a concept in math?
 |
|  |
| * SCIENCE: Which assignment shows that you really understood a concept in science?
 |

The reason most people never reach their goals is that they don't define them, or ever seriously consider them as believable or achievable. Winners can tell you where they are going, what they plan to do along the way, and who will be sharing the adventure with them. -- Denis Watley

**Goal Setting**

A goal is something you would like to accomplish. It’s like a promise to yourself that includes a plan on how to keep that promise. For example, you might want to earn a certain score on a game so that you can reach the next level of that game. You might set a goal of a specific score and create a plan on how to reach that score. That plan might include playing the game, learning more about strategies for winning the game, and talking to others who have earned high scores and who have gone on to higher levels of the game. You know you met your goal when you get to the next level of the game. Just setting a goal to earn a higher score can help you earn that higher score.

|  |  |  |
| --- | --- | --- |
| Goal | Plan |  Evidence |
| I want to earn a score of 25,000 points in order to get to the next level of the game. | I will:* play the game for one hour a day (after my homework is done);
* learn about strategies for getting a high score; and
* talk to other players who have successfully gotten to higher levels.
 | The evidence that I met my goal is:* score of 25,000 points or better
* playing higher levels of the game
 |

|  |  |
| --- | --- |
| If goals work for something like a game, how do you think setting a goal for school might help you do better in one of your classes?**🡪** | Your response: |

GOAL SETTING

Brainstorming a Goal for You!

Look at the questions below and decide in which area would you like to set a goal.

* What class would you like to do better? (Class)
* Would you like to improve your attendance or decrease tardiness? (Attendance or Promptness)
* Would you like to do better on your homework? (Homework)
* Would you like to be a better reader, writer, or mathematician? (Reading, Writing, or Math)

Write a sentence that describes your goal. For example, *I want to improve my grade in Social Studies.*

In each circle, write one thing you will do to meet your goal—be specific.

In the triangle, write the evidence that will indicate you reached your goal.

Pick an area and write it in the star.

Putting It All Together

My Goal

|  |  |  |
| --- | --- | --- |
| Goal | Plan |  Evidence |
| I want to… | I will: | The evidence that I met my goal is: |
| Here’s where I might need some help in achieving my goal |
| Teacher or Parent/Guardian Comment |

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IHW53H0Y\MC900432663[1].png]()CESAR CHAVEZ GENERAL SCIENCE/LIVING ENVIRONMENT

STUDENT-LED CONFERENCES

🗹 🗹 🗹 STUDENT CHECKLIST 🗹 🗹 🗹

Things to do during the conference:

* Introduce your teacher to your parents or guardians.
* Locate your portfolio and find the designated area for your conference.
* Share Portfolio Introduction Activity with your parents or guardians.
* Review each selection in your portfolio with your parents or guardians. After you show your parents or guardians your portfolio, ask them to write a comment about your portfolio on the bottom of this sheet. Place this sheet in your portfolio.
* Replace your portfolio in the designated area.
* After your conference, invite your parents or guardians to speak to your other team teachers and your Encore teachers.
* PAT YOURSELF ON THE BACK FOR LEADING AN EXCELLENT CONFERENCE!



Parents/Guardians:

Please write a comment about my portfolio.

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CESAR CHAVEZ STUDENT-LED CONFERENCES

![C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VNTSKMXV\MC900432640[1].png]()🗹 🗹 🗹 STUDENT CHECKLIST 🗹 🗹 🗹

Things to do during the conference:

* Reacquaint your parents or guardians with your Teacher.
* Locate your portfolio and find the designated area for your conference.
* Start your conference by sharing your “My Resume for\_\_\_\_\_\_ Quarter” with your parents or guardians.
* Next, share your “Reflecting on my School Work from \_\_\_\_\_\_Quarter” and the school work that goes with this activity. Remember to tell them about your best work and why it is your best. Use your responses in the boxes to help you remember what to say.
* Now, ask your parents or guardians to write a comment about your portfolio. What did they find interesting or surprising?
* Place all of your work including this sheet into your portfolio and return it to your Advisor.
* After your conference, take your parents or guardians to speak to your Encore teachers and/or your team teachers.
* STAND UP AND SAY TO YOURSELF, “GREAT JOB!”

Parents or Guardians:

Please write a comment about my portfolio. What did you find that was interesting or surprising? What does the portfolio tell you about me?

Thank you.

Parent/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ETB8UHV3\MC900020667[1].wmf****FALL Student-Led Conferences Teacher and Staff Evaluation**Something you don’t want to FALL through the cracks (in other words, something you really appreciated about Student-Led Conferences).Something we AUTUMN be doing (in other words, something that would make Student-Led Conferences better).Something you want to LEAF with me (in other words, something you would like to say). C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ETB8UHV3\MC900020667[1].wmfC:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8WL5JIBI\MC900014896[1].wmf |
| C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RAE17T4V\MC900020666[1].wmf**Spring Student-Led Conferences Teacher and Staff Evaluation**One thing that really bloomed (in other words, something you really appreciated about Student-Led Conferences).One thing I might weed out (in other words, something you would change about Student-Led Conferences).One petal of thought (in other words, something you would like to say).C:\Users\llcarpenter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RAE17T4V\MC900020666[1].wmf |

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| **Student-Led Conferences Student Evaluation** |
| raphie_green_lanthern_smiley.jpgThe **WORST** thing about Student-Led Conferences was: | notabee.jpgThe BEST thing about Student-Led Conferences was: |
| face-surprise.jpgThank_you_pinned_note.jpgOne more thing I want to say about Student-Led Conferences |

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| **Student-Led Conferences Parent/Guardian Evaluation** |
| M_Face-1.jpgWhat was the best thing about Student-Led Conferences? | M_Face-8.jpgWhat would you suggest we change, add, or omit to make Student-Led Conferences better? |
| M_Face-13.jpgWhat did you learn about your son or daughter because of Student-Led Conferences? | Thank_you_pinned_note.jpgM_Face-1.jpgPlease share something you think we should know. |

*If you need to convince your administration or your team to pursue Student-Led Conferences, share the following comments from teachers who implemented Student-Led Conference for the first time.*

**Comments from Middle School Teachers after the First Student-Led Conferences**

**What I liked most about student-led conferences was...**

* that the student became more responsible in the evaluation process.
* less pressure put upon teachers and more on the students.
* the students were responsible for their own actions
* seemed like teachers and parents had more time to talk.
* the sense of student accountability.
* the leadership, responsibility, and pride most of the students displayed.
* the freedom I had to speak in depth with more parents and the great turn out.
* the students do most of the conference.
* students were very polite and serious about conferences.
* the students had ownership and knew why they were getting their grades.
* the student had to explain a bad grade and what to do about it.
* students talking and explaining their work to their parents.
* parents heard the grades right from the students. Sample work showed effort given at school.
* no long lines.
* it made the students really aware of their task/work and gave them a chance to feel good about themselves.
* it was easier, less stressful, and students were engaged. It was great to see families interacting.

**Teacher questions (and their answer to that question):**

* **How do student-led conferences compare to traditional parent-teacher conferences?** Having been on both sides of the desk, I feel these are better. No long lines, very relaxed. Thanks for setting these up.
* **Were the parents/guardians supportive?** Yes!
* **Would you recommend we do conferences this way next time?** Yes, it was much more relaxing for both parents and teachers. (No waiting in lines.) Most parents made positive comments.
* **Should we do this again or should we only do one of these?** Do it again.
* **Would we do this again?** Yes!
* **What do you think?** I heard compliments about our school. Some reluctant students have re-kindled an interest in school. I felt relaxed and able to really communicate with parents. It was hard work to get ready---but I feel it was well worth it. I felt I got a chance to see why I am teaching!
* **Did it work?** Yes.
* **Comment**: I had many positive comments on the evaluation sheet. Many parents liked the fact that their child took responsibility for their progress. These conferences for me were a lot less stressful than elementary school!
* **Should we do this again?** Yes---every quarter!
* **Comment**: I must admit that I'm somewhat surprised of how well things went. I look forward to the next one!

**Best Practice Connected to Student-Led Conferences**

“Student-led conferences represent a highly effective way to communicate directly and authentically with parents. When students direct the reporting process, information is communicated in a form everyone can understand and use. Reviewing the portfolio during the conference becomes a learning experience for everyone involved. As such, student-led conferences are an especially important part of the comprehensive reporting system” (Guskey & Bailey, 2001, pp. 190-199).

“Student-led conferencing also offers a way for students to demonstrate their knowledge by presenting, communicating in various ways to diverse audiences, showing what they know and applying content to a real-world situation” (Benson & Barnett, 2005).

“This study confirmed that the "student-led conference process as a means for enhancing self-efficacy, ownership, responsibility, trust, and leadership among students" (Gay, 2011, p. 84).

“With a learning goal, students don’t have to feel that they’re already good at something in order to hang in and keep trying. After all, their goal is to learn, not to prove they’re smart” (Dweck, 1999, p. 17).

References

Benson, B. P. & Barnett, S. P. (2005) *Student-led conferencing using showcase portfolios.* Thousand Oaks, CA: Corwin Press.

Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality, and development.* Philadelphia: Psychology Press.

Gay, C. W. (2011). Exploring student ownership and responsibility through student-led conferences: *A case study of one elementary school*. Doctoral Dissertation. Auburn University, Auburn, Alabama. Retrieved February 13, 2013 from <http://etd.auburn.edu/etd/bitstream/handle/10415/2778/Dissertation-FINAL-C.W.%20Gay%20%28AUETD%20REVISED%29.pdf?sequence=2>

Guskey, T. R. & Bailey, J. M. (2001). *Developing grading and reporting systems for student learning.* Thousand Oaks, CA: Corwin Press.