Huron Valley Schools

Oak Valley Middle School

Student-Led Conferences
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>2</td>
</tr>
<tr>
<td>Preparation</td>
<td>2</td>
</tr>
<tr>
<td>The Conference</td>
<td>3</td>
</tr>
<tr>
<td>Roles, Goals &amp; Benefits</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>4</td>
</tr>
<tr>
<td>The Purpose of the Student-Led Conference</td>
<td>4</td>
</tr>
<tr>
<td>Steps to Student-Led Conferences/Student Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>After the Conference</td>
<td>4</td>
</tr>
<tr>
<td>Parents</td>
<td>5</td>
</tr>
<tr>
<td>What to Expect at Student-Led Conferences</td>
<td>5</td>
</tr>
<tr>
<td>Things to Do Before the Conference</td>
<td>5</td>
</tr>
<tr>
<td>On Conference Day</td>
<td>5</td>
</tr>
<tr>
<td>After the Conference</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Goals of Student-Led Conferences</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Responsibilities</td>
<td>6</td>
</tr>
<tr>
<td>During the Conference</td>
<td>6</td>
</tr>
<tr>
<td>After the Conference</td>
<td>6</td>
</tr>
<tr>
<td>Questions and Answers</td>
<td>7</td>
</tr>
<tr>
<td>Questions from Parents</td>
<td>7</td>
</tr>
<tr>
<td>Questions from Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Questions from Students</td>
<td>8</td>
</tr>
<tr>
<td>Sample Forms (varies per team &amp; grade level)</td>
<td>9</td>
</tr>
<tr>
<td>Form A—Teacher Skills Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Form B—Student-Led Conference Time Schedule</td>
<td>11</td>
</tr>
<tr>
<td>Form C—Conference Suggestions for Teacher</td>
<td>12</td>
</tr>
<tr>
<td>Form D—General Reflection &amp; Improvement Plan</td>
<td>13</td>
</tr>
<tr>
<td>Form E—Student Self-Evaluation</td>
<td>14</td>
</tr>
<tr>
<td>Form F—Student Goals Sheet</td>
<td>15</td>
</tr>
<tr>
<td>Form G—Student Skills Assessment</td>
<td>16</td>
</tr>
<tr>
<td>Form H—Student Checklist for Conference</td>
<td>17</td>
</tr>
<tr>
<td>Form I—Parent Post Conference questionnaire</td>
<td>18</td>
</tr>
<tr>
<td>Form J—Parent Checklist for Conferences</td>
<td>19</td>
</tr>
<tr>
<td>Additional Resources</td>
<td></td>
</tr>
</tbody>
</table>
“Student–led conferences allow my child to tell me what he thinks of his own work and compare it to what the teacher thinks. He is accountable for his work and we still have the chance to speak with the teachers. Great idea!”

-OVMS 7th grade parent

“Student-led conferences helped me see what I need to follow through with my goals that I set for myself.”

-OMVS 8th grade student

“I like the idea of being able to review with my daughter in a more professional setting. I really enjoyed talking to her and the teachers together.”

-OMVS 8th grade parent

“I was totally prepared for conferences, and my parents could follow along easily as I went through my portfolio.”

-OMVS 7th grade student

“I love this format. It puts accountability on the student and reinforces success and developmental opportunities. The teachers are available to talk and we didn’t feel rushed as in the case of the traditional conference format.”

-OVMS 8th grade parent

“I need to talk with my parents about my grades more often because I found out that if I just tell them flat out how I’m doing, I won’t be in hardly any trouble.”

-OVMS 8th grade student

“I enjoyed sharing my child’s work with her at my side. The teachers were all available when we needed discussion. We use the online family access so this was a great supplement.”

-OVMS 7th grade parent

“Student-led conferences helped me stay focused on school more. I improved my test and quiz scores, and to put more effort into my schoolwork.”

-OVMS 7th grade student

“Rather than talking about my child, I was able to talk to her.”

-OMVS 8th grade parent
“Student-led conferences have transferred the responsibility of maintaining quality work from the teacher to the student. It’s the first time I’ve seen students publicly present, explain, and take responsibility for their own work, or lack of work.”
—Teacher—Grade Seven

“The student-led conference is the ultimate tool to find out what my child is achieving in the classroom—the good as well as the bad.”
—Parent

“At student-led conferences, you talk to your parents about all your work and grades and how to make them better. I think they’re a lot better than having your teacher do all the talking.”
—Student—Grade Eight
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, Oak Valley Middle School 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 telecasts, and during New-Student Orientation, Open House, and PTSA 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 time lines. 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 child 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 take a look at 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 of 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.

“For me, the Teacher Reflection Rubric, Student Rubric, sample work and progress reports were sufficient information regarding my daughters school progress. However, if my daughter was ever struggling, I would hope her teachers would let me know right away so we could meet to resolve the issue before conferences.”

-OVMS 8th grade parent
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
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 using my planner 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.

“Student -led conferences are an excellent communication tool for parents and students. It’s a very good experience for the students to evaluate themselves. It’s a much more efficient use of time.”

-Oak Valley Parent
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 of my child’s teachers?
All of your child’s teachers will be present during the conferences. If it is necessary for you to speak with all of them, you should be able to do so.

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 many benefits to students, all of Oak Valley’s students are expected to participate, either at home, or at school.

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. As always, you may contact the teachers to arrange an alternate meeting.

4. How long does a typical conference last?
We schedule conferences for fifteen minute intervals. Feel free to take as much time with your child as you need. You may come early, or stay later.

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?
All teachers will be available. Parent may have to wait for a few minutes.

4. How long should each conference last?
It is recommended that each conference last 15 minutes. The first part will be led completely by the student. The remainder of the time can be used for you to answer questions or to share information with the parent.
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.

“This really pulls all of us together and gives a great opportunity for good communication. Thank you for all that you do!”
-OVMS Parent

“Student-Led Conferences encouraged students to come out of their shells and take a lead role. They prepare students for being able to speak in front of others.”
-OVMS Student
Forms

Note—these are sample forms. Actual forms may vary depending upon the 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. As an alternative, the teacher may provide a computerized progress report. 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. Three 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.

Students:

♦ Form D—General Reflection & Improvement Plan
  This is filled out by the students at the beginning of the marking period. They then take it home to be discussed with the parents and returned to the teacher. This requires parent signatures.

♦ Form E—Student Self Evaluation
  Students complete this one time before conferences reflecting on their general progress.

♦ Form F—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 G—Student Skills Assessment
  Students complete Skills Assessment Forms for each subject before conferences and these go into their portfolio.

♦ Form H—Student Portfolio Checklist
  The students use this as a guide during the conference and check off each item as they complete them.

Parents:

♦ Form I—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 J—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.
## Teacher Skills Assessment

**Teacher Name & Class:**

**Student Name:**

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

I need to speak with you on conference night_______
# Form B

Student-Led Conference Time Schedule

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Table 1</th>
<th>Table 2</th>
<th>Table 3</th>
<th>Table 4</th>
<th>Table 5 (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Names</td>
<td>Student Names</td>
<td>Student Names</td>
<td>Student Names</td>
<td>Student Names</td>
</tr>
<tr>
<td>3:45 - 4:00</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4:00 - 4:15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4:15 - 4:30</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4:30 - 4:45</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4:45 - 5:00</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5:00 - 5:15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5:15 - 5:30</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5:30 - 5:45</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5:45 - 6:00</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6:00 - 6:15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6:15 - 6:30</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6:30 - 6:45</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6:45 - 7:00</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7:00 - 7:15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Conference Suggestions for Teachers

1) Don’t talk! Don’t talk!

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 evening by walking about the room.

6) Remind parents to fill out the conference evaluation sheet.
General Reflection & Improvement Plan

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 as completely and honestly:

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. Discuss their strengths and weaknesses. Then, help them develop a plan to improve those areas where they are deficient and continue to grow in the areas they feel strong. List strategies you come up with below and sign this document to signify the commitment to educational growth you both have.

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_______________________________  Date_____________

Student Signature_____________________________
# Student Self Evaluation

**Name____________________________________________________________________________________________________________________________________________________________________________________________**

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

<table>
<thead>
<tr>
<th>Quality Producer</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work successfully as a team member</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I produce quality projects, assignment, or performances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I meet due dates/deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I go above and beyond</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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                      |   |   |   |   |

**Life Long 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 |   |   |   |   |
Student Goal Sheet

Class: ____________________________________________________________

1 = Outstanding  2 = Satisfactory  3 = Needs Improvement  4 = 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 marking period:
(This is filled out at the beginning of each marking period)

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: (Students fill this out the week of conferences)
This piece of work shows I worked hard because: __________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________________________________________________________________

The piece of work you could have done better on: (Students fill this out the week of conferences)
I could have improved this piece of work by: __________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________________________________________________________________

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

1. How Do I See Myself?
2. General Reflection Plan
3. 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
4. Parent Questionnaire
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?
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 feedback provides us with the means of assessing and improving of our educational methods and approaches regarding those needs.
Additional Resources

Articles

♦ Student-Led Conferences: A Growing Trend

♦ Student-Led Conferences Hold Kids Accountable

♦ Letting Students Lead Parent Conferences

♦ Student-Led Conferences at the Middle Level

♦ Student-Led Conferences Successful in Elementary, Middle Grades

♦ Student-Led Parent Conferences