

Student Led Conferences Responsibilities and Protocol

Roles and Responsibilities	
<p>Presenter: Student</p> <p>Before the Conference</p> <ul style="list-style-type: none"> • Student maintains a portfolio of work for each academic subject. The work samples collected in the portfolio reflect a variety of the student’s strengths and skills. • Student completes a reflection and establishes goals prior to the conference. <p>During the Conference</p> <ul style="list-style-type: none"> • Student leads the entire conference using the protocol described below. <p>After the Conference</p> <ul style="list-style-type: none"> • Student takes deliberate actions to work towards achieving the goals set forth during the conference. • Student confers with teacher/advisor to review the progress of the developed goals. 	<p>Stakeholders: Parent(s)/Guardian(s) and Teacher(s)</p> <p>Before the Conference</p> <ul style="list-style-type: none"> • Families and teachers coordinate a mutually convenient time to meet for the student-led conference. • Families communicate to the teacher any specific questions or concerns to be addressed during the conference. <p>During the Conference</p> <ul style="list-style-type: none"> • Stakeholders ask follow-up and clarifying questions during the student-led conference. <p>After the Conference</p> <ul style="list-style-type: none"> • Stakeholders work with the student to achieve the goals set forth during the conference. • Families agree to receive communications from the teacher to review the progress of the developed goals.

Student-Led Conference Protocol Process

1. **Introduction:** Student frames the discussion by providing an introduction/overview to what will be presented and discussed during the meeting.
2. **Student Presentation of Work Samples and Learning Targets:** *Stakeholders listen silently during this part of the conference.*
 - **Writing**
The student begins the presentation with a writing piece from their portfolio. The student describes, with direct references to their writing, their strengths as a writer by explaining how their work displays evidence of a particular learning target. Students are encouraged to read aloud a short section from the writing piece as they describe how it connects to the learning target. The student then shifts to discuss a learning target that needs more time and work. The student reads and displays a section of their writing they want to work on in the future.

- Reading, Science, Mathematics

The student then devotes time to present their work for each subject in a similar style as their writing presentation. Using work samples as references, the student describes specific strengths and evidence of particular learning targets in their work. Before moving on to the next subject, the student discusses a learning target that needs additional support.

3. **Responding to the Presentation:** Parent(s)/guardian(s) respond to the student's presentation. The purpose of the response is:
 - to expand on the student's thinking about his or her specific strengths and areas of improvement
 - to provide an additional perspective to the presented strengths and areas of improvement
 - to clarify the student's thinking about specific strengths and areas of improvement
4. **Establishing Goals:** Parent(s)/guardian(s) and teacher(s) review the student's goals. Central to this component of the protocol is to determine action steps for the student and clear supports that will be provided by all stakeholders.
5. **Final Word:** The student is given the 'final word' to conclude the conference. In no more than one minute the student responds to the ideas discussed during the conference. Questions for the student to consider and address might be:
 - Based on the feedback what am I thinking now?
 - What is my reaction to what I have heard?
 - What are my next steps going forward to meet my learning targets?