OWNERSHIP OF LEARNING

LESSON 8-18 ▲ PREPARING FOR STUDENT-LED CONFERENCES I

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| **GRADE LEVEL FOCUS***Because of the importance of this topic, this lesson spirals itself each year from 6th through 12th grade, with a combination of consistent content and new content.* |
| The recommended focus for this Student-led Conference (SLC) lesson is as follows:* *Middle School: focus on all categories, especially “Who Am I?”*
* *High School: focus on all categories, especially “What Do I Want to Do in the Future?”*
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**LEARNING GOALS/OUTCOMES**

* Understand the student-led conference structure.
* Schedule conference and invite parents/significant adult to conference.
* Organize Middle School and Beyond Plan and materials to use as artifacts in the conference.

**MATERIALS NEEDED**

* **Student Handouts:**
* Planning a Student-led Conference
* My SLC Outline
* Invitation for Student-led Conference (or use your school’s unique process)
* Middle School and Beyond Plan
* **School-specific student-led conference materials**
* **Student Plans and Work Samples** to include as artifacts in conference preparation

**CLASSROOM ACTIVITIES**

1. **Students prepare student-led conference tips.** If your students had the opportunity to participate in student-led conferences in prior years, begin the lesson by asking each student to name one thing that went right during last year’s conference and one thing they wish they had done better. List these points on the board. Discuss recurring themes (for instance, the need to have better organized materials, or the challenge of speaking in public).

1. **Students review the format for student-led conferences.** Detailed description of activity. Distribute the Planning a Student-led Conference handout and review both pages. Inform students when and where conferences will be held, and the role they will play in inviting their families (there is a family invitation letter on the last page of the handout).
2. **Students fill in outline and organize materials into a presentation sequence for the upcoming .** Ask students to use the outline grid on the *My SLC Outline* handout as a guide to help them organize their thinking and their materials. They should reference the *Planning a Student-led Conference* handout. Students should note in each space on the grid what they will say and what they will show during their conference. Remind students that they won’t use all the materials from CGW. Instead, they will select specific artifacts and work samples to complement their presentation. Be sure that students include key items such as their “Middle School and Beyond Plan” and work samples they have saved this year. Instruct them to incorporate that work into their presentations so they will be able to show what they have learned this year.
3. **Schedule conferences and invite parents to student-led conferences.** Using the sample invitation included or other instructions provided at your site, initiate the scheduling and invitation process.
4. **Complete the Middle School and Beyond Plan**. Guide the students in completing this document as evidence of planning for success.

**STUDENT PRODUCTS**

* **Completed *My SLC Outline*** to use during conference.
* **Completed *Invitation for Student-led Conference*** to share with family.
* **Completed *Middle School and Beyond Plan*.** Consider having the students complete this document as an example of planning for success today and in the future.

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

**Conferences are a showcase event.** You may want to take more time than the allotted 2 lessons to prepare. Invite your school board and others. When thinking about “beginning with the end in mind,” conferences are the culmination of advisory and Career Guidance activities. You also may want to talk to students about appropriate attire.

**Sample Conferences.** Some schools record sample conferences or guide students to other examples online.

**Scheduling.** While we have included a paper invitation, many schools are using technology to build efficiency and effectiveness in scheduling.

**Data Collection.** For state, district and school level data, be sure to track core indicators, including 1) attendance (number of students represented by an adult), 2) satisfaction (ask students, parents staff “was this conference worthwhile).

* **Career Guidance Washington Handbook**

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>

Contains important information on organizing and preparing for student-led conferences

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LESSON 8-18 STUDENT HANDOUT

 PLANNING A STUDENT-LED CONFERENCE

The student-led conference is your chance to share your progress this year with your advisor and your family. You’ll answer the overarching question, “What will I do with my life?”To make it easier to explain your answer, you’ll break that question down into three guiding questions:

* Who am I?
* What do I want to do in the future?
* What have I been working on?

The student-led conference is truly student-led: that means youare in charge. It’s up to you to prepare well, introduce your family and advisor, lead the discussion, and conclude the conference.

**HOW WILL THE STUDENT-LED CONFERENCE WORK?**

Here is a checklist of what you’ll need to do.

* **Invite your guests.** Following your advisor’s instructions, invite your family for the date and time you’ve been assigned.
* **Plan what you want to say.** Using the outline on the next page, plan what you want to say during your conference. Plan what you’ll say and show.
* **Practice, practice, practice!** You’ll have some time in advisory to practice for your conference, but you should also practice on your own. Get a friend to listen and ask you questions.
* **Dress and behave appropriately.** Plan to wear dress clothes to your conference. You want to look and act your best.
* **Be prompt and prepared.** Make sure you arrive on time for your conference, and make sure you have your High School and Beyond Plan and other materials.
* **Be polite.** Start your conference by introducing your guests to your advisor. End your conference by thanking them for taking the time to attend.
* **Be passionate.** This conference is your chance to share who you are – and what you want to get out of school – with your advisor and your guests. Make eye contact, and don’t talk in a monotone!
* **Reflect on your conference.** After your conference, use the Conference Evaluation Rubric to reflect on how you did. Your advisor will complete one too and will share your rating with you.
* Let your advisor know what you think. After your conference, you may be asked to complete an anonymous survey to share your thoughts about the conference.

Here’s a sample format for a student-led conference. You don’t need to cover every point in this framework. Instead, use it as a guide. Take notes on the next page to create your own personalized outline.

**INTRODUCTION**

* Introduce your guests to your advisor.
* Introduce yourself to anyone you do not know.
* Thank everyone for attending.

**EXPLAIN THE PURPOSE OF THE CONFERENCE**

* Explain that the purpose of the conference is to answer the overarching question, “What will I do with my life?”To make that question easier to answer, you’ll focus on three guiding questions:
* Who am I?
* What do I want to do in the future?
* What I have been working on?

**WHO AM I?**Show and discuss items from lessons from these theme areas:

* Ownership of Learning (be sure to include work samples!)
* Metacognitive Skills (include relevant lesson handouts)

**WHAT DO I WANT TO DO IN THE FUTURE?**Show and discuss items from lessons from these theme areas**:**

* Middle School and Beyond Plan (be sure to include the plan itself!)
* Career & College Development (include relevant lesson handouts)

**WHAT HAVE I BEEN WORKING ON?** Show and discuss items from lessons from these theme areas:

* Academic Eligibility (we recommend you include current grades and/or transcript)
* Transition Skills (include relevant lesson handouts)
* Learning Techniques (include relevant lesson handouts)

**ASK YOUR GUESTS IF THEY HAVE QUESTIONS FOR YOU**

* Listen carefully to their questions.
* Answer respectfully and as completely as you can.

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LESSON 8-18 STUDENT HANDOUT

MY SLC OUTLINE

|  |  |  |
| --- | --- | --- |
|  | **What I will say** | **What I will show** |
| **Introductions** |  |  |
| **Purpose of Conference** |  |  |
| **Who am I?** |  | *Lesson materials and other related sources**Themes: Ownership of Learning, Metacognitive Skills* |
| **What do I want to do in the future?** |  | *Lesson materials and other related sources**Themes: HS & Beyond Plan, Career & College Dev.*Middle School and Beyond PlanCareer Interest Inventory (if applicable) |
| **What am I working on?** |  | *Lesson materials and other related sources**Themes: Academic Eligibility, Transition, Learning T.**(Include work samples)* |

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LESSON 8-18 STUDENT HANDOUT

 INVITATION TO A STUDENT-LED CONFERENCE

We would like to invite you to join us for a **student-led conference** with your student and his or her advisor.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

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

Conference Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conference date and time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if you would like to change the time of this conference.

During the student-led conference, your child will take the lead in sharing his or her work, accomplishments, and goals with you. You’ll learn about the progress your child is doing in school.

Please join us. We’re looking forward to seeing you.

Sincerely,

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(Please return this section to your student’s advisor)

\_\_\_\_\_ I will be able to attend the conference.

\_\_\_\_\_ I will not be able to attend the conference. A better time would be \_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please contact me at

MIDDLE SCHOOL AND BEYOND PLAN

LESSON 8-18 STUDENT HANDOUT

 MIDDLE SCHOOL AND BEYOND PLAN

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

**WHO ARE YOU?**

Think about all the things you like to do. Write down three interests – maybe playing soccer or playing guitar or hiking. Then write a sentence about what you can do at school or at home to build on your interests. Maybe you can play a school sport or join a club.

Three of my interests are:

I can build on my interests by

**HOW ARE YOU DOING IN MIDDLE SCHOOL?**

You are in your first or second year of middle school. How are you doing? What can you do to improve?

To do better in school, I can

**WHAT DO YOU WANT TO DO IN HIGH SCHOOL?**

What do you hope to accomplish when you are in high school? Check all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 🞏 | Join a sports team | 🞏 | Join clubs & activities | 🞏 | Play a musical instrument |
| 🞏 | Get a high GPA | 🞏 | Take honors & advanced classes | 🞏 | Take 4 years of math |
| 🞏 | Take 4 years of science | 🞏 | Take a world language | 🞏 | Get a part-time job |
| 🞏 | Be in school government | 🞏 | Help out other students  | 🞏 | Volunteer in the community |
| 🞏 | Take career prep courses | 🞏 | Learn about postsecondary programs | 🞏 | Graduate on time |

**WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?**

Based on what you know today, what do you think you want to do after high school?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 🞏 | Get a job right away | 🞏 | Find an apprenticeship | 🞏 | Finish a 1-2 year program |
| 🞏 | Get a 4-year college degree | 🞏 | Go to graduate school | 🞏 | Join the military |