

Student Led Conferencing

Responsibilities and Protocol

Student Roles and Responsibilities	Parent/Guardian and Educator Responsibilities
<p>The student is the presenter</p> <p>Before the Conference</p> <ul style="list-style-type: none"> • Student selects two (2) samples of work from the academic subject that reflects a variety of the student's (1) strengths and (1) weakness. <p>At the Conference</p> <ul style="list-style-type: none"> • Student leads the conference for the entire conferencing time • Student talks about goal setting <p>After the Conference</p> <ul style="list-style-type: none"> • Student talks about specific steps taken to meet and achieve desirable outcomes • Student talks about the kind of support needed to meet or to exceed expectations 	<p>The audience is the listener</p> <p>Before the Conference</p> <ul style="list-style-type: none"> • Educator and family select a convenient conferencing date and time • Educator and family communicate any specific concerns to be acknowledged during this time <p>At the Conference</p> <p>Educator and family listen and take notes for follow-up questions</p> <p>After the Conference</p> <ul style="list-style-type: none"> • Educator and family offer suggestions to achieve goals, stating what each can do to achieve the desired outcome • Educator, family, and student establish communication to review student progress of increased achievement
Before the conference date the student and the educator makes a plan!	
<p>The student as the planner</p> <ul style="list-style-type: none"> • The student selects the academic subject and the activity/example of work to be presented that shows a variety of strengths • The student selects the academic subject and the activity/example of work to be presented that shows some weakness or need-to-grow area • The student decides on a presentation method (PowerPoint, 	<p>The educator as the planner</p> <ul style="list-style-type: none"> • The educator works with the student in selecting an example of work that showcases a variety of the student's strengths and an area where achievement could be accelerated • The educator works with the student to create a game plan for the conferencing activity • The educator works with the student to find a suitable setting for the conferencing

<p>handouts, activity, game, movie, project board, etc.)</p> <ul style="list-style-type: none"> • The student uses a presentation to illustrate the following: <ul style="list-style-type: none"> ○ Define the assignment ○ Identify the standards ○ Show the rubric ○ Describe how you went about completing the assignment and meeting the goal ○ Tell how you felt when you turned in your assignment • The student articulates a future goal that will show academic growth 	<ul style="list-style-type: none"> • The educator works with the student to organize the presentation and set up any technology needed • The educator confirms with the student the time and date of the conferencing • The educator supports the student and family in receiving the student led conferencing as an integral part of the student's learning • The educator and the family articulate the possibilities available for independent, creative lifelong thinkers, learners, and explorers.
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