



LIVING SKY SCHOOL DIVISION No. 202
Growth Without Limits, Learning For All

Student-Led Conference Handbook



Table of Contents

Table of Contents.....	2
Definition and Purpose	3
Formats	4
Organization	5
Preparation and Implementation	7
Students with Intensive Needs	8
Portfolio and Template Ideas	9
Tips.....	13
Table of Samples.....	14
Samples	15
Acknowledgements	32



WHAT IS A STUDENT-LED CONFERENCE?

"The term *student-led conference* is almost self-explanatory. A student-led conference is a conference with parents led by the student. The classroom teacher's role becomes that of a facilitator. In a student-led conference, students lead parents through a discussion of their work, which is usually organized in a portfolio collection. Typically, several conferences are conducted simultaneously in a classroom with family groups seated far enough apart to allow for privacy. The teacher (or teachers) circulates among family groups, stopping long enough to make pertinent comments and answer any questions. Students primarily direct the conversation, which is focused on their work and classroom behavior." (Bailey & Guskey, *Implementing Student-Led Conferences*, 2001)

WHAT IS THE PURPOSE OF A STUDENT-LED CONFERENCE?

"...this practice is the biggest breakthrough in communicating about student achievement in the last century. When students are well prepared over an extended period to tell the story of their own success (or lack thereof), they seem to experience a fundamental shift in their internal sense of responsibility for that success. The pride in accomplishment that students feel when they have positive story to tell and tell it well can be immensely motivational. The sense of personal responsibility that they feel when anticipating what it will be like to face the music of having to tell their story of poor achievement can also drive them to productive work." (Stiggins, *Phi Delta Kappan*, November 1999)

The main purposes of Student-Led Conferences are to celebrate a child's learning, show growth over time, and provide parents with a better understanding of their child's learning process.



FORMATS

<i>Format</i>	<i>Description</i>	<i>Advantages</i>	<i>Shortcomings</i>
1. Individual or Student-Involved	Teacher meets with parents. Teacher control. Student is present for a portion.	Good in primary, allows for teacher and parent to talk privately, helps teacher develop relationship with parent.	Students are not heavily involved in preparing or reporting, takes more time.
2. Simultaneous with Multiple Families	4 or 5 groups conduct conference in classroom at one time, usually ½ hour blocks, students are responsible for leading parents through a discussion of student work organized in a portfolio. Teacher visits with each family group for a short time.	Students take major responsibility for preparing and conducting, students see direct relationship between work and reporting, efficient use of time, format is easily adapted, and parent participation is essential and increases.	Teacher is not in control of what is reported, careful preparation is essential, more difficult to schedule than traditional P/T 15 minute conferences.
3. Presentation or Showcase	Students lead conference to present collection of work to a group or panel that includes teachers, parents, etc. Students answer questions and speak to a facet of the presentation.	Excellent model for providing a culminating experience, shows growth over time, students are reinforced to have adult interest and involvement, promotes quality work, can be effective with special needs or classes such as Phys. Ed, Drama, Band, etc.	Somewhat difficult to schedule due to the number of people involved, format does not lend itself to frequent reporting, panel format or speaking in front of so many may be intimidating to some students.
4. Portfolio Night	Families of entire classes gather in the school building at the same time on one night to view student portfolios.	Effective way to let parents know what students are working on in school, excellent way to celebrate student successes as a school community, promotes parent involvement and a school-family partnership.	No opportunity for teachers to conference with all families of individual students; may be difficult to schedule depending on the space available in school facility.
5. At-Home Student-Led	Teacher visits with student and family in their home so that the student may conduct conference while teacher is present to provide comments.	Sometimes used when parents are unable to get to the school, provides excellent adult attention to individual students, promotes parent partnership, increases teacher knowledge of family situations and needs.	Parents do not have access to public displays of student work, parents are not able to see student in daily school environment, time-consuming for teacher.
6. Electronic Student-Led	Student prepares a digital portfolio and emails or gives to parents. Student and parent and teacher then conduct an on-line conversation regarding student progress toward learning goals.	Unique way to integrate technology, convenient, good format for parents who may live apart from their child.	Requires good access to all technology needed to create digital portfolio; opportunity for face-to-face communication is limited by available technology; requires students, teachers, and parents to be proficient and comfortable with technology.

Bailey & Guskey, 2001

ORGANIZATION

When beginning SLCs for the first time starting with volunteers or partial implementation, helps those who feel reluctant a chance to see it in action or provides a chance to experiment. Some schools and some classrooms within schools have given SLCs a try this first term of 2013-2014. The conference format and schedule does not have to look the same in each classroom. "There is no "recipe" or "one right way" to schedule SLCs" (Bailey & Guskey, 2001).

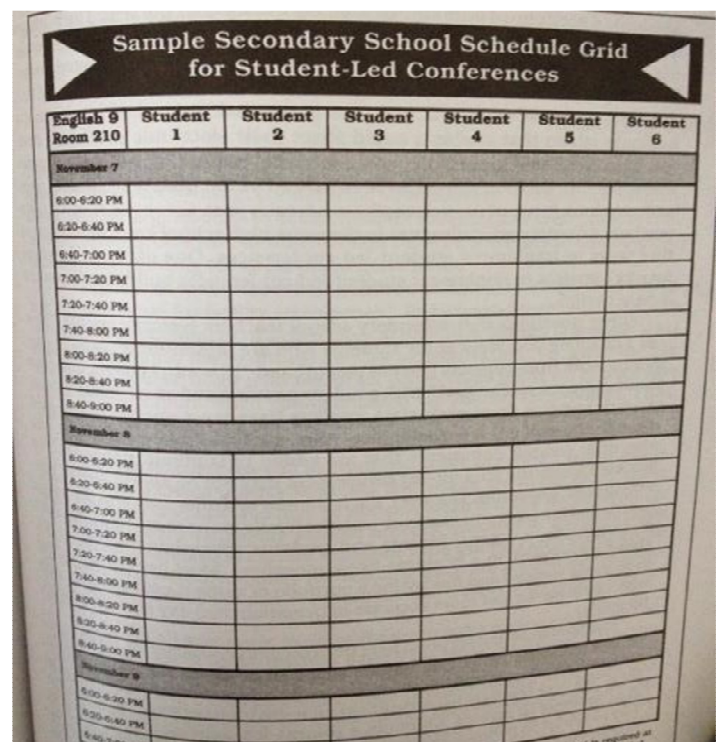
Length of time may vary, but having simultaneous SLCs with multiple families gives an opportunity to not rush families and allows for more conferences in less total time. Scheduling 4 families at one time for 30 minutes allows for 28 families in 3 1/2 hours. Teachers that scheduled SLCs often allotted 15 minutes for conferences, but found 20-30 minutes a more appropriate allocation.

In elementary schools, organizing is done best by a committee consisting of an administrator and teachers from different grade levels. This committee can tackle issues of scheduling families with multiple children and involving co-curricular teachers in meaningful Student-Led Conferences.

In high schools with home room teachers, the home room teacher coordinates the portfolio collection (including reflections) and schedules Student-Led Conferences only for those students. During the conference the home room teacher facilitates by connecting and answering questions with each family. If parents have specific questions, the teacher puts them in touch with the other teachers to make a separate conference appointment.

In high schools without home room teachers, students can be scheduled in classrooms in subjects they all must take, eg. ELA or History 30 and follow the format above.

As a high school teacher organizing approximately 125 SLCs, it is recommended to schedule 6 families in 20 minute blocks allowing for 3 groups per hour.



The image shows a sample schedule grid for secondary schools. The title is "Sample Secondary School Schedule Grid for Student-Led Conferences". The grid is organized by date (November 7, 8, and 9) and time slots (from 6:00-6:20 PM to 8:40-9:00 PM). Each time slot is divided into columns for Student 1 through Student 6. The grid is designed to allow for scheduling multiple conferences simultaneously.

English 9 Room 210	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
November 7						
6:00-6:20 PM						
6:20-6:40 PM						
6:40-7:00 PM						
7:00-7:20 PM						
7:20-7:40 PM						
7:40-8:00 PM						
8:00-8:20 PM						
8:20-8:40 PM						
8:40-9:00 PM						
November 8						
6:00-6:20 PM						
6:20-6:40 PM						
6:40-7:00 PM						
7:00-7:20 PM						
7:20-7:40 PM						
7:40-8:00 PM						
8:00-8:20 PM						
8:20-8:40 PM						
8:40-9:00 PM						
November 9						
6:00-6:20 PM						
6:20-6:40 PM						
6:40-7:00 PM						

Bailey & Guskey, 2001

Student-Led Conference Time Sheet

Student Name:

Parent/ Guardian Name(s):

Mentor/Teacher Name:

Number of siblings in your family requiring interviews:

Please book in 20 minute intervals between the following times

- 6:00pm – 9:00pm Thursday November 5th
- 6:00pm to 9:00pm Friday November 6th

Date/Time Option #1

Date/Time Option #2

Date/Time Option #3

If you are unable to attend during these times, please contact your son/daughter's mentorship teacher at 862-4671 between 8:30am and 3:30pm.

Student Led Conference Time Sheet

Student Name:

Parent/ Guardian Name(s):

Mentor/Teacher Name:

Number of siblings in your family requiring interviews:

Please book in 20 minute intervals between the following times

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PREPARATION AND IMPLEMENTATION

Early in the school year:

1. Design work that emphasizes
 - *curriculum outcomes & have rubrics for assessment
 - *progression of learning
 - *examples of "real work", not contrived for show
 - *Teach & practice the skills for self-reflection
 - *Collect work in portfolios or other long-term storage system

Self-Reflection:

The focus is to help students understand the learning process and to teach them to assess themselves as a learner. It encourages honest recognition of strengths, areas to work on, and the setting of future goals.

Examples: Responding to highly specific questions in writing

Drawing a picture or webbing a process

Making a graph of effort, satisfaction, interest and value

Letters to teacher or self

Evaluative essays

Checklists or charts

Best Choices: (focus on skills/process)

Writing pieces -Including all drafts

Science experiments -hypothesis, lab notes and findings

Mathematics problem-solving -Including process, solution and proof

Applied mathematics -Designing house plans

Book reviews -Including summary as well as review of author's style

Research projects -Including notes and student created product

Physical Fitness summary -Including pre and post skills and growth over time

Less Effective: (focus on single skills)

- Spelling tests

- Answers to chapter questions

- Mathematics timed test

- Multiple choice tests

Within a few weeks of the conference

1. Help your students sort through their work and choose examples for the conference
2. Ask students to review self-reflections of chosen work and complete a summary reflection of work to date
3. Prepare guides and feedback forms
4. Help students practice sharing their work

Before the Conference

1. Create schedule
2. Help students organize work from all classes (high school format)
3. Help students through goal setting procedure
4. Teach and script the conference process
5. Allow time to practice, practice, practice
6. Send out a reminder to parents
7. Right before- Set up room with "stations" appropriate for conferencing

During the Conference

1. Meet and greet parents
2. Give quick overview of process, help student and parent(s) "settle" in
3. Monitor progress of conference from a distance
4. Return to conference around the goal setting piece. Offer suggestions if needed.
5. Help close the conference, ask for questions, hand out feedback forms, encourage parents call if they have questions
6. Sit back and enjoy the process!

After the Conference

1. Celebrate with the students for a job well done!
2. Collect feedback forms.

STUDENTS WITH INTENSIVE NEEDS:

Preparation and Implementation:

Student- led conferences provide a chance for students who may struggle with academics and/or behavior to take charge, self-advocate and to practice the critical life skill of self-determination. Wehmeyer defines self-determination as “acting as the primary causal agent in one’s life and to making choices regarding one’s actions free from undue external influence or interference”.

The key to successful SLCs for students with intensive needs is careful preparation. Prior to starting general conversations around conferencing, discuss with the student what he or she needs in order for the SLC to be a successful and positive experience. Following that discussion, begin to prepare the student by assisting them in the creation of their portfolio. This support helps to carefully scaffold the process if the students lose their nerve or their memory during a SLC. A portfolio is the perfect way to help the students organize their thoughts, script out the key components, and scaffold elements such as self-evaluation, reflection, and problem-solving. Such scaffolding is often necessary because students may lack social competence and confidence to master all of the complex skills involved independently, but gives the student equal footing with others at the table.

Students with intensive needs may require differing levels of conference participation so careful planning by the school team is important. Some students require extra practice utilizing strategies such as role-playing or practice with language/communication. Students with reading or communication difficulties may require resources such as picture cues to help them hold a conversation with their parents/guardians. All students can communicate in some way, either in writing, with pictures, with assistive technology, or with signs or gestures, so he or she can lead their SLC.

Please remember, you are not alone! When working to prepare a student with intensive needs for his/her student-led conference, other personnel are able to assist you. Student Services Teachers, Speech Language Pathologists, Counselors, Psychologists, and Occupational Therapists may also be able to help you to prepare the student to express their learning during their SLC.

Scheduling:

When contemplating a conference schedule, attention to accommodating the needs of the particular intensive needs student is important. Increased time may be necessary for those students who need additional time to express themselves or for those who struggle with anxiety.

PORTFOLIO AND TEMPLATE IDEAS

Student Self-Reflection

was to go *great job!*

grading marks

☐ = Yes, I do this all the time
☐ = I could be doing better at this!!
☐ = I am not doing this and I need to work on this!!

Star Students:	Date:	Quarter:
☐ ☐ ☐		I follow school and classroom rules.
☐ ☐ ☐		I show respect for myself and others.
☐ ☐ ☐		I have control over my actions.
☐ ☐ ☐		I work well with other students.
☐ ☐ ☐		I stay on task and do my work.
☐ ☐ ☐		I follow directions the first time they are given.
☐ ☐ ☐		I always complete my homework.
☐ ☐ ☐		I am organized.
☐ ☐ ☐		I listen when the teacher and other students are talking.
☐ ☐ ☐		I am neat and do not rush through my work.
☐ ☐ ☐		I raise my hand and participate every day in class discussions.

Student-Led Conferences: Reflection

(Parents- please fill out when you have a moment and return at your earliest convenience!)

My Name: _____

- What did you like about the student-led conferences?
- Do you have any suggestions for areas of improvement for next year?
- What did you learn about your child as a result of student-led conferences?
- Do you have any other compliments, comments, or suggestions?

Thank you for your feedback!

www.lessonplans4teachers.blogspot.com

My Conference

Name: _____ Date: _____

- Show:**
 - ☐ My writing journal
 - ☐ My book of words
 - ☐ My portfolio
 - ☐ My math papers
- Center Demonstrations:**
 - ☐ Choose a book or two to "read."
 - ☐ Do art activity.
- Visit with teacher.
- Enjoy a snack.
- Please fill out evaluation.

Figure 7.1. My Conference

© 2001, Corwin Press, Inc.

Student: Darren Term: 1

Subject: English

Goals for English	Evidence of my learning
Students will:	assignments, self-assessments, observations of others, tests, notebooks:
1. read a wide range of materials in different genres	• bring in my top 10 books • talk about my favourite authors
2. write responses that show an understanding of what they've read	• show journal pages of Oct.8, Nov.14
3. write on a wide range of topics in different forms	• portfolio • show all the forms I've written - *my newspaper column
4. show an understanding of the rules and conventions of writing (spelling, punctuation, grammar, sentence structure)	• bring my tests and essay
5. work successfully on their own and in groups	• bring peer assessments on oral presentation on General Patton
Summary Statement: I read harder books than anyone else in this class. I like it best when we choose our own books.	

Figure 7.2 Student Sheet for Teacher

Portfolio Commentary Sheet:

Assignment: _____

Assignment	Mark	Description	Where I could have Improved	Questions/Comments



3 WAY CONFERENCE

Student Name: _____ Class: _____

Piece of Work: _____

Areas of Strength:		Areas of Growth:
Goal for the next term:		
Student Plan:	Parent Plan:	Teacher Plan:

Signature

Signature

Signature

Parent / Guardian Student-Led Conference

Student's Name: _____

1. What did you like most about this type of conference?
2. What do you think your child had the hardest time presenting? Why?
3. What do you think about your child's progress this year based on what you saw/heard during this conference?
4. Did you enjoy taking part in this type of conference?
5. Please write any additional comments that you may have.

Searching on line will give you many ideas to use for portfolio and templates. The nice part is being able to adapt and create your own to meet the needs of your classroom.



Goal Setting Templates

TIPS FROM TEACHERS

- **Keep it simple.** One- to three-step directions work best. You want for your students to be able to show what they know—not to leave parents trying to figure what they are supposed to do.
- **Limit handouts.** I once provided rubrics, outcomes, and lots of home activities at each station—but most parents didn't take them. A sheet for jotting down notes is all that parents really need. You can post additional handouts online or provide them per request.
- **Keep a lot of samples throughout the year.** I found that it makes selecting samples that show growth much easier if you keep a lot. Make sure to have a way to organize them – not just by subject but by outcome.
- **Have many visuals during conference time.** This helps the students speak to their learning as it jogs their memory. Exemplars with characters attached for younger grades help them remember the criteria for each level.
- **Collect student samples of work.** Using student examples along with the ones from the website help the students connect and the expectations are more real.
- **During the conference, have something for the siblings to do.** You want to have the student-parent time special.
- **During the simultaneous with multiple families' conference, have instrumental music playing.** This helps alleviate the awkward silences and blocks what others are saying. One teacher recommended Elton John. 😊
- **Have prompts at the stations.** Making sure the student can easily access the prompts helps them feel confident.
- **When beginning SLCs, have students prepare only for sharing learning and leave behavior until they are more comfortable.** Students like talking about learning because there are positives and successes that they can share and they don't mind sharing their goals. They tense up when they have to talk about their behavior in class.
- **Make sure to debrief with the students and celebrate a job well done.** Following up with them and sending the parents an email, thanking them for coming and reviewing the goal help have long-term effects.
- **Have overlap time in the schedule.** If students have a guide, they want to complete it and not stop when the time is up.

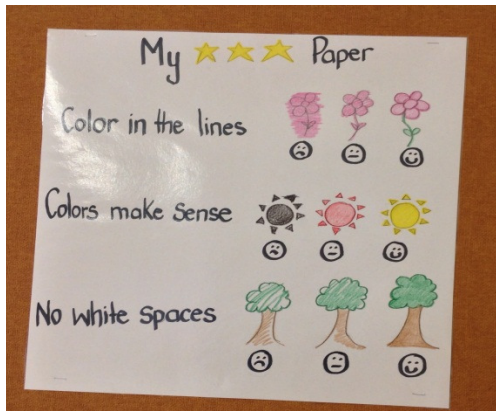
STUDENT LED CONFERENCE SAMPLES

Sample 1 – Kindergarten	page 15
Sample 2- Kindergarten	page 16
Sample 3- Grade 1	page 17
Sample 4 – Grade 1.....	page 18
Sample 5 – Grade 2.....	page 19
Sample 6 – Grade 2.....	page 20
Sample 7 – Grade 3.....	page 21
Sample 8 – Grade 4.....	page 22
Sample 9 – Grade 4.....	page 23
Sample 10-Grade 5	page 24
Sample 11-Grade 4, 5, & 6	page 25
Sample 12-Grade 5 & 6.....	page 26
Sample 13-Grade 6 & 7	page 27
Sample 14- Middle Years	page 28
Sample 15 – Middle Years	page 29
Sample 16 – Physical Education	page 30
Sample 17- High School	page 31

Note: Even though grades are specified, the samples can be used at a variety of grade levels.

SAMPLE 1- KINDERGARTEN

This sample is from the first reporting period in the school year. This teacher has been following this format for a few years and she begins the year by having samples/exemplars available for the students early in the year. To begin, the samples/ exemplars include basic skills.

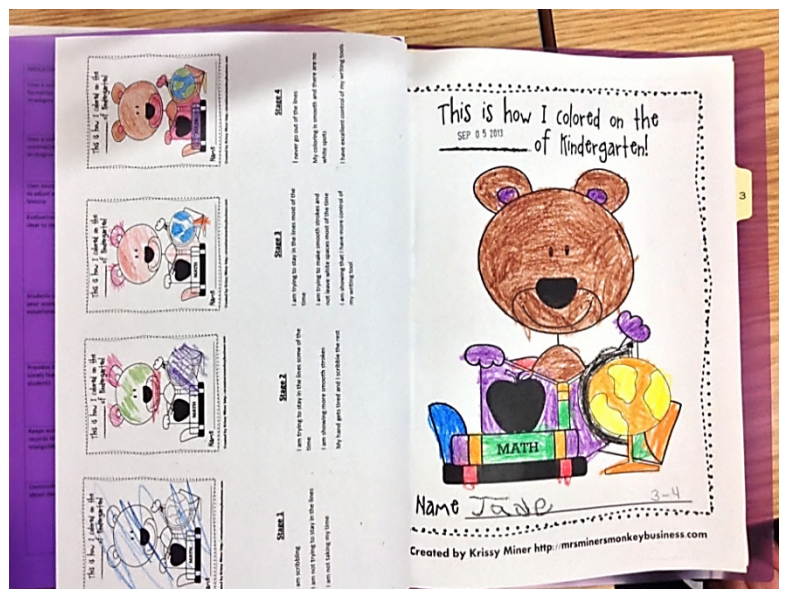
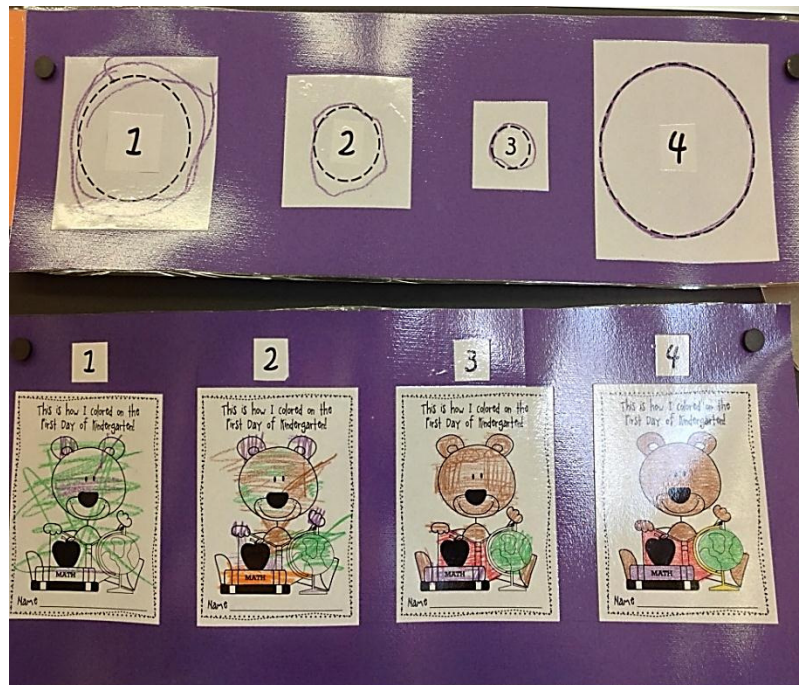


By scaffolding using basic tasks, the students are given the opportunity to learn to use a rubric and begin self-assessing.

The student sample completed in

September shows the student self-assessing between a 3 and a 4. (Note the 3-4, the teacher has written for the student on the Name line). This collection of work is dated and used during the SLC. The student talks about their learning and explains how they assessed themselves using the rubric and exemplar posted on the bulletin board. As students' learning progresses, the teacher puts up more rubrics with samples and soon end-of-the-year outcomes are represented in rubrics and samples.

The SLC is individual in the classroom with the parents and the teacher. The teacher prompts when needed and the conference times were approximately 15 minutes.



SAMPLE 2- KINDERGARTEN

This sample is from the Spring reporting period and was the first time a SLC had been implemented. The conference took the format of a **demonstration** – song by the full group to represent learning in Science.

Outcome: SCI.LTK.1 -Examine observable characteristics of plants, animals, and people in their local environment. [CP, SI] and

indicator: (j) Create visual, dramatic, and/or multimedia representations of the characteristics of a student-selected plant or animal to share with classmates and others.

The demonstration through song and props explained characteristics of a butterfly.

After the demonstration, the students went to stations with their parents and explained what they had learned and how they learned it. Stations included: work posted on the bulletin board, a collection of props used in song, and a photo wall of the stages of hatching and releasing butterflies.



The conference was **simultaneous with multiple** families. No structuring of time other than the start time for the demonstration was set up. The teacher circulated prompting and cueing. The students also had an opportunity to practice by presenting to 3 different groups of older students before presenting to parents.

SAMPLE 3- GRADE 1

This sample comes from a school that has implemented SLCs for a few years. Parents are comfortable with the format- most SLCs in the school are **individual** with only one student at a time. Siblings as well as other family members may be present as well. In this grade 1 sample, there would be new parents who have not had the opportunity to be part of a SLC and there would be families that would have had previous opportunities with older children.



On the student's desk, the night of the SLCs, was a collection of the student's work. This included most subjects.

The student showed the work and explained briefly what they had been learning. The teacher listened, prompted and cued. The parent could ask the child or teacher questions. Being able to talk about the work depended upon the students recall.



The student also had a goal sheet in the collection of materials, which they shared with their parent.

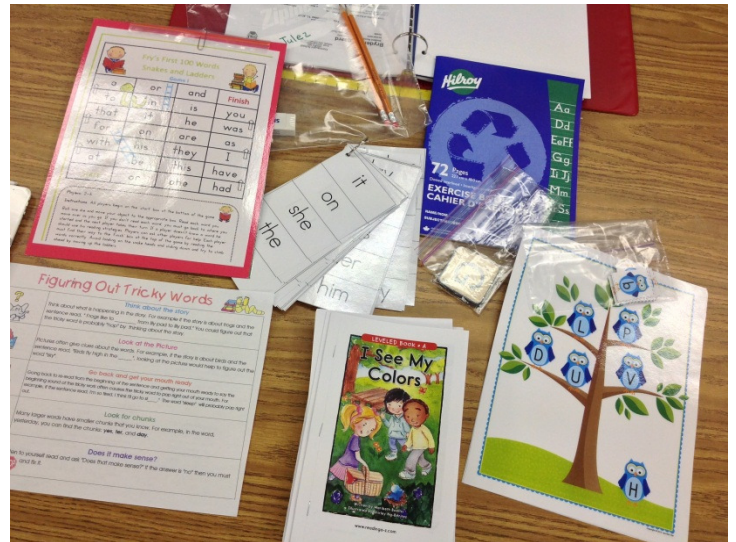
In the school there was place for the siblings to go, but it was optional. In this sample, the older sibling participated in the conference (successfully by also asking questions).

SAMPLE 4 – GRADE 1

This sample is from a school in which little experience with SLCs has taken place. The teacher chose a creative way to introduce the student and parents to students talking about their learning as well as giving the parents an opportunity to be involved. A package was created and given to the student at the SLC. As the teacher explained to the student how to use the package materials to practice learning at home, the parent understood what was being learned and the student would be responsible to ask the parent to use the package with them at home.

The package included: a copy of leveled readers, word flash cards, word and letter matching games, letter tiles, strategies to read tricky words, a lined notebook to practice writing on the lines, pencils, erasers, and a guide to help your child become a better reader.

The students were proud to have something to take home and have the responsibility to ask parents to help them at home. This opened the doors to students talking about their learning.



HELPING YOUR *CHILD* BECOME A BETTER *READER* AT HOME

Give your child an opportunity to explore books. Take them to visit the library regularly, or even to a bookstore. This will help them find books they like, and maybe even add to their collection!

Make sure they read for at least 30 minutes a day. They can read alone, with a partner, or even have you read-aloud to them. Readers get better by **READING!**

ASKING QUESTIONS!

- Predictions
- Story Elements (character, setting, plot)
- Main Idea
- Retell/Summarize
- Moral
- Inferences
- Connections

MAKE IT FUN!!!
Reading shouldn't be seen as a chore. It should be something that your child enjoys. Read books together and then talk about them.

Be an example! Have your children see you read, and share what you have read with them. They learn from what they see!

Pick Good Fit Books – books that are a good match for your child

- Purpose for reading
- Interest
- Do they know most of the words that they are reading?
- Do they understand what they are reading?

For Beginning Readers

- Point out and read words in everyday settings
- Memorize sight words
- Make a movie in your mind

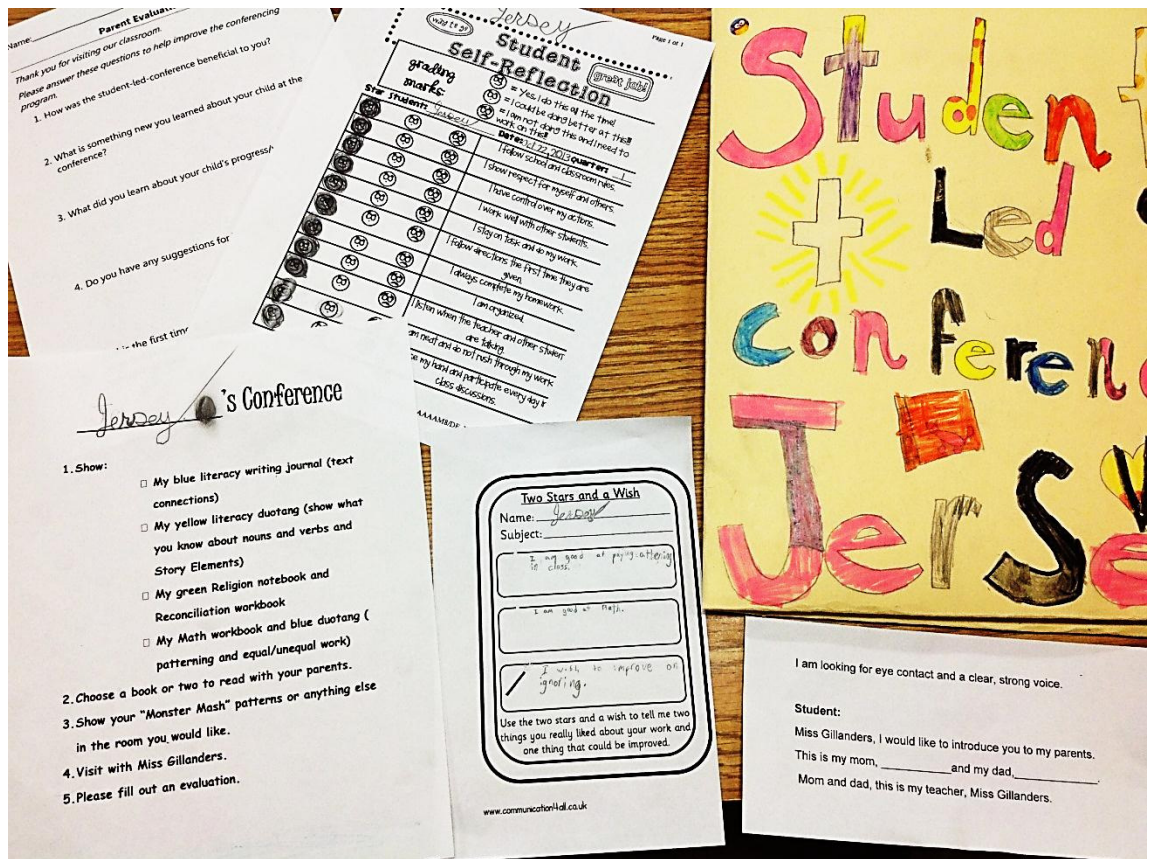
DON'T immediately tell your child an unknown word! Ask them to: sound it out, check the picture, look for chunks, or skip it and come back.

For Advanced Readers

- Notice interesting and new vocabulary
- Read with expression
- Explore more non-fiction books
- Compare and contrast books
- Make connections
- Read several books by one author

SAMPLE 5 – GRADE 2

On short notice, because of a new position, this SLC was implemented in a school that has had SLCs for a few years. The format was individual with about 15 minutes per conference. The teacher using the assessment handbook and websites for ideas came up with “Two Stars and a Wish” from the teacher and from the student; a checklist to go through at the SLC; a reflection sheet; and a feedback form for parents. The student also created a portfolio to house the stars- work to be shared.



Preparing the students took 2 (1hour) periods, in which they wrote two stars and a wish, gathered their work for the portfolio, created and designed the portfolio, practiced introductions, and cleaned their space.

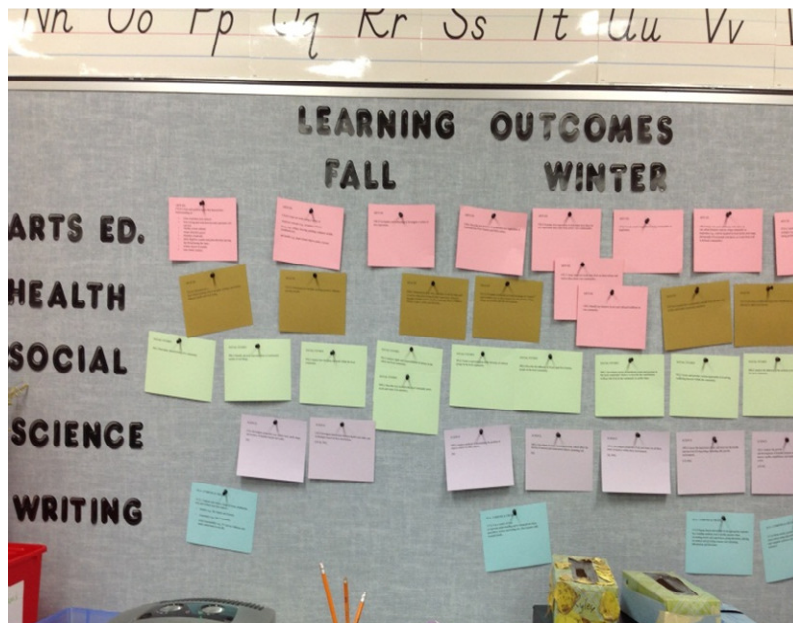
The teacher reported to be nervous at first, but once the student introduced his/her parents and the student started, the nervousness was gone. The SLC ran smoothly. The self-assessment (Two Stars and a Wish) allowed the teacher to see if the students felt the same about their learning that the teacher did.

The parents knew where their child was struggling and wanted to know how to help rather than identifying what is wrong- parent comment, “The focus of the conference was different than what I was used to when it was a P/T conference- which was, “What is my child not doing”.

SAMPLE 6 – GRADE 2

This sample is from a school in which SLCs have been the norm for the past few years and they are traditionally held before the first report card goes out. The conference format was **individual** (15 minutes long) with only one family in the classroom at a time.

A collection of work, tied to the outcomes posted on the bulletin board, was put together.



Grade Two Student Led Conferences

Student's Name: [REDACTED]

Parents Names: [REDACTED]

Date & Time of Conference: Wed Oct 23 6:15

Five Things I Am Proud Of In Miss Nelson's Room

1. PLAY TOYS
2. PLAY WITH
3. MUSIC
4. PLAY WITH DOLLS
5. SWEMING

Four Things I Want To Do Better On

1. CYPERDHC
2. LIBRARY
3. WROCK
4. DOLE,3

A guide sheet was created with the student including what he/she does well and what he/she would like to do better. During the conference, the student referred to the guide sheet, the work sample, the outcome board, and the area in the classroom in which the work was carried out.

Even though the student was nervous at the beginning, with teacher prompting was able to connect the guide sheet, the outcomes and her learning for her parents. The parents also felt comfortable asking questions. Pride in their ability to share with their parents usually shows in their faces.



SAMPLE 7- GRADE 3

This sample comes from a school that has been implementing SLCs for a number of years. The Student-Led Conferences are held in one evening simultaneously with no scheduling. This teacher focuses on one subject and has the students well-prepared to present in Spring. At the beginning of the year a decision is made about what will be presented during the conference and a binder (portfolio) is organized and the collection of sample work begins early in the year. Writing using the 6 Traits and organizing the portfolio according to the Traits helps to scaffold to the SPDU rubrics. The contents of the portfolio include formative and summative work and it illustrates a progression of learning. Rubrics and reflections accompany the entries in the portfolio. A blog of writing is also begun.

When Spring arrives, the portfolio is organized and reflections are added, organized and summarized. The teacher said it is a challenge to get the students to use the rubrics in their sharing, so an outline and prompts are written, charted on chart paper and practiced (with peers and other adults).

Also in the classroom, there are displays and prompts the students can use to guide the process. For example, anchor charts that they have used throughout the year will be referred to.



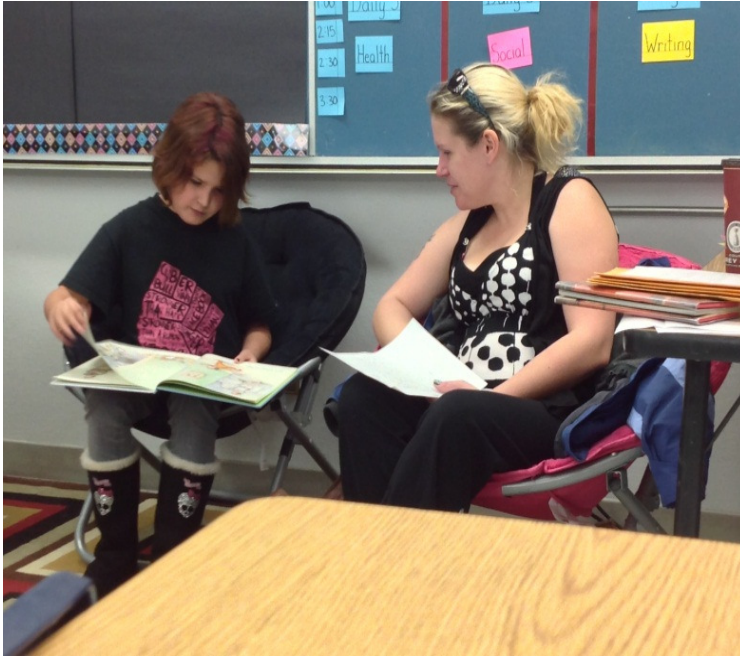
On the night of Student-Led Conferences, families come in and the student gives them a tour of the classroom, pointing out displays, the anchor charts and other work areas. Then the student takes their parents to their desk where their portfolio of work is and goes through it with their parents. The teacher circulates, prompting when necessary. Once the student has gone through the portfolio, they get a computer and go into the blog. The parents are invited to comment on the blog.

Usually the conference takes approximately 30 minutes, but can go on as long as they want.

This teacher reports excellent attendance and the parents have never been concerned about privacy.

SAMPLE 8- GRADE 4

This sample is from the fall reporting period with a new teacher in a school that is beginning to have SLCs. Prior to the conference; the teacher helped the students create a portfolio of work using “stars and a wish” and practiced presenting. A comfortable presenting area was created. The conferences were



individual with the student and teacher leading.

Upon arriving the student would go over and pick up their portfolio of work with the guide in it and go through it with their parent(s). Sometimes, it was reading; other times it was writing samples, etc. It was student choice. After going through the portfolio, the student filled in a multiplication chart at their desk while the teacher talked to the parents about general learning progress. After about 3-5 minutes, the student presented the multiplication chart- usually completed. The parent(s) and the child then talked about learning multiplication- strategies the student

used to complete the chart. Because the parents had just picked up the report card upon arriving at the school, the teacher then invited them to have a look at it together, answering any questions the parents may have had and extending an invitation to call any time they have questions.

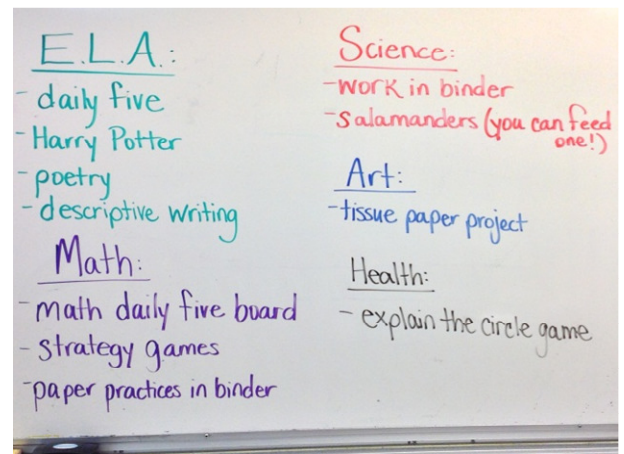
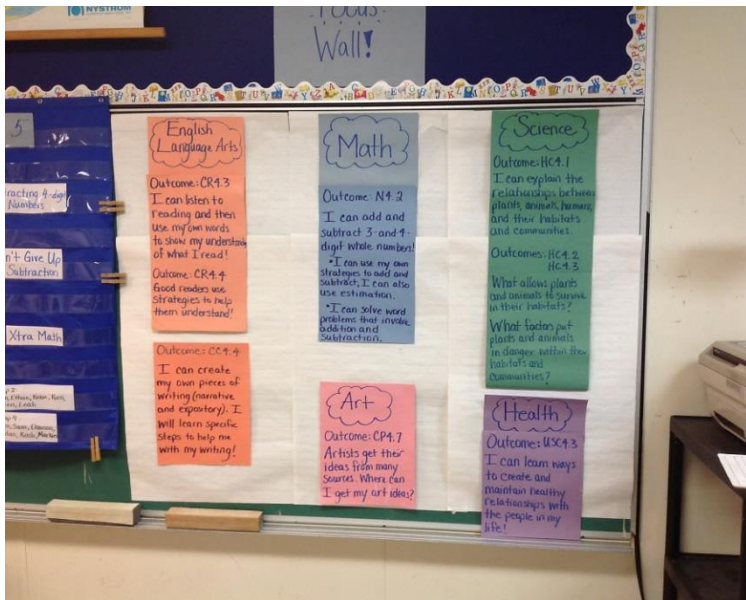
Comments from the teacher: “I am beaming, the child is beaming and the parents are beaming; I can’t wipe the smile off my face.”

Comments from the parents were about the surprise in how well their child could talk about his/her learning and with the area away from where the teacher was sitting, the conversation really took place between the child and parent. The teacher only prompted and cued when necessary during the student presenting.

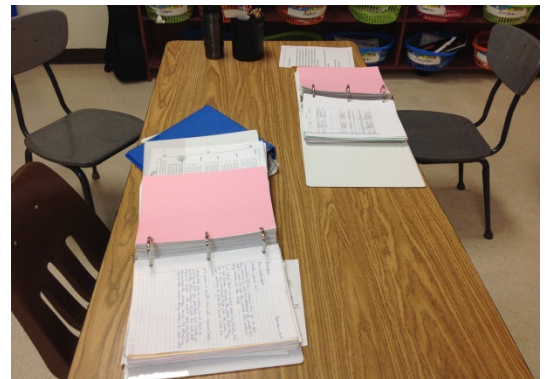
The board contained some props and cues to help the child extend their conversations.

SAMPLE 9- GRADE 4

This sample is from a new teacher in a school beginning SLCs. The format was simultaneous with some opportunity to talk to the teacher – ask questions. On the board was the guide for the stations. The stations included their desk, the math wall, the back table and the salamander tank. Work was also posted on the wall outside the classroom.



The students moved through the stations with their parents and no one sat until they got to the back table in which they looked at a collection of the student's summative assessments. The student could begin at any station that was open. The teacher circulated, prompting and cueing.



When they got to the back table, the teacher helped the parents understand the difference between summative and formative assessments. When a parent commented they had not seen one of the summative assignments and why hadn't the student brought it home for help, the student explained to his parents he needed to do the performance task at school because his teacher needs to see what he can do at school.



When the allotted time of 15 minutes was up, parents and students continued the conference unless they were scheduled in another classroom. On his way out a student said, "That was easy!"

SAMPLE 10 – GRADE 5

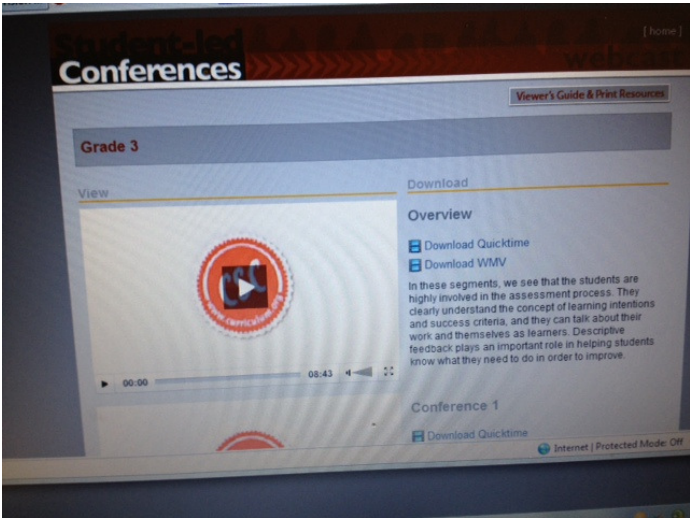
In a school that is beginning to implement SLCs, this sample is from a combined class including grade 5 and includes families that need a lot of encouragement to come to conferences/PT interviews. To help build confidence, the teacher began preparing well in advance by reviewing different formats, deciding on the amount to share and how to give the students enough time to practice.

Once the format was decided the students and teacher practiced introductions, decided on what they would put in their portfolio, and wrote cheat sheets (the guides). Samples of their work had to be from Writing, Reading, Science and one of their own choice. Questions guided their choosing of samples- example for writing, “What are you supposed to have in a paragraph?”, “How could you improve your writing?” In reading, the students chose something to read to their parents and after reading they answered the following questions’ “Am I improving?” “How do I know?” “What strategies do I use?” and “How can you (the parents) help me at home?”

During the scheduled 15 minute, individual, SLC, the student introduced their parent and took them through the collection of their work using the cheat sheet to talk about their learning. The teacher sat nearby to prompt and cue and to answer any questions the parents had. The teacher also talked about goals for the student for the next term and year.

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<http://www.curriculum.org/secretariat/studentled/grade3.shtml>



On this website, there is an overview of Student-Led Conferences. It is about 8 minutes long and is an amazing description, regardless what grade or subject you teach.

SAMPLE 11- GRADE 4 & 5 & 6

This sample is from a school that has been implementing SLCs in fall for a number of years. The students are quite used to it and by these grades have used a variety of formats. Each classroom uses their own format and many of them include behavior. The students have a collection of their work with goals written. The following shots are some ways the students learning and goals have been recorded and then used to share with parents. The conference is 15 minutes with individual families coming in and the teacher prompting and equally with the student sharing with the parents.

Student checklist	Comments
Reading - What do all of the stories we have been studying have in common? - Share your favorite story you have read so far this year. Why is it your favorite? - Explain the decision making process and how you can use it.	the D.M.P helps with your thinking. flood waters is my favourite story. all the story are mostly the same because they all have a title
Writing - Share your bio poem. - Share one other piece of writing. - Share the writing goals you have set for yourself and evaluate how you think you are doing.	One of my writing goals are "writing better" and now I did write even better than expected.
Math - Share your math test and assignments. - Share your math reflection.	Math is sometimes
School goals - Share your behavior rubric and reflection. - What are two school goals that you want to accomplish this year? - How will you do this?	by the end of grade 5 I wanna get good grades and get neigbbore hook friends

STUDENT EFFORT AND BEHAVIOUR REPORT						
Key to Terms	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1	Self Assessment	Teacher Assessment
Organizational Skills	Always puts things where they belong, keeps desk and books organized and as a result is always ready for class.	Usually puts things where they belong, keeps desk and books organized and as a result is always ready for class.	Frequently needs assistance in finding materials because they have to be put away.	Rarely has things ready and has difficulty finding materials.	3 because I don't sometimes I forgot some stuff.	3 agree
Homework	Always completes homework, and brings homework back and forth from school.	Usually completes homework, and brings homework back and forth from school.	Frequently does not complete homework, and has difficulty bringing homework back and forth from school.	Rarely completes homework and does not often bring homework book back and forth from school.	3 because I forgot to do homework 4 times.	3
Work Ethic	Always works well in class, gets right to work, pays attention, does not bother others and asks for help when needed.	Usually works well in class, gets right to work, pays attention, does not bother others and asks for help when needed.	Often does not work well in class, has trouble getting right to work, isn't always paying attention, disrupts others and/or has difficulty asking for help.	Rarely works well in class. Does not work on assignments, frequently does not pay attention, disrupts other students and/or does not ask for help when needed.	3-2 I am not sure because I sometimes talk.	3 You usually work very well in class, just don't let your friends distract you.
Citizenship	Consistently respects the rights of others.	Usually respects the rights of others.	Frequently needs teacher guidance on appropriate behavior.	Rarely demonstrates respectful behavior.	3 because I play with my friends sometimes	4 I think you are very respectful.
Teamwork	Consistently works well in class/group activities.	Usually participate well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.	4 because I am nice	4
Following Instructions	Always follows instructions	Usually follows instructions but may need an occasional reminder.	Frequently needs reminders to follow instructions that have been given.	Rarely follows instructions and needs constant reminders.	3 just because	3 You are good at following instructions

Sept 6 Writing Goals Oct 81

My goal is to get more goals

write better

become more creative

I don't think I need to improve anymore, I believe I achieved

my writing goal give I like myself

4 because I am already doing writing



SAMPLE 12- GRADE 5 & 6

This sample is from a grade 5&6 combined classroom in which the teacher has implemented SLCs for a few years. The format is individual, both student led and teacher led. The conference is about 15 minutes long and there is time at the end for questions. In the past, the conference has included academics and behavior. This year the new behavior rubric was included.

Practice begins early in the year with the first summative assignment. The teacher goes through the summative assignment and the rubric with the students and they practice talking about it and in connection to their learning.

The guide sheet for tracking learning is called, “Welcome to My World” and it includes: the student’s likes, favourites, academic strengths, social skills strengths, an academic area they would like to improve, a social skills area they would like to improve, and a planning/goal setting page.

Before the SLC, the teacher will go through the guide and help the student clarify the goal and may add others. New for this next term will be weekly setting of goals for behaviour and practice in reflection and then these will also be shared at spring conferences. At the SLC, the parents will also have input into future goals.

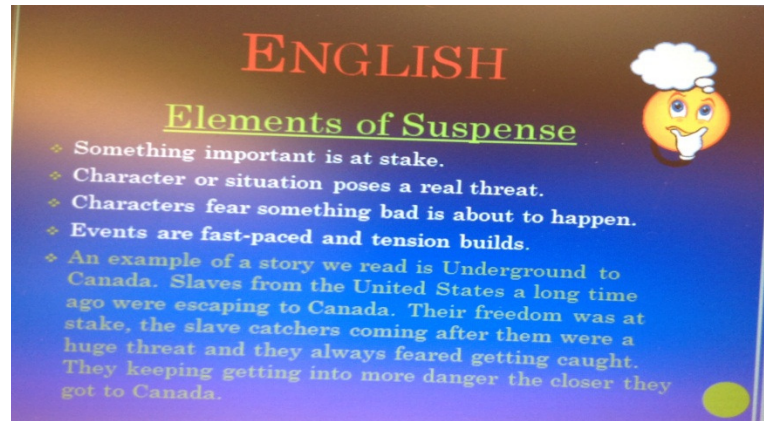
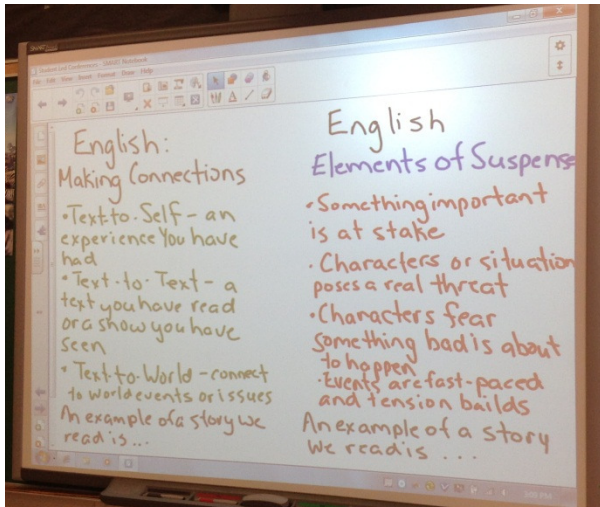
Attendance at the conference this fall was about 80%. Of the 20% not attending, one rebooked, a couple did not respond. A couple of weeks after the conference the teacher follows up with an email to identify a positive and a negative in goal attainment both from the parent’s perspective and the teacher’s perspective.

Feedback on SLCs from parents has never been negative and the teacher reports liking it.

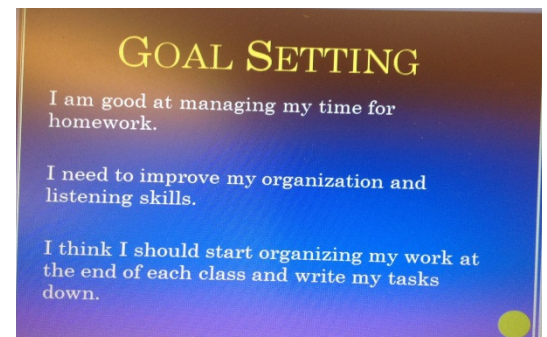


SAMPLE 13- GRADE 6 & 7

This sample uses a Power Point as a guide. The PowerPoint was a summative assessment in Media Literacy in ELA and the rubric that was used was from SPDU. Prior to the SLC, the teacher used direct teaching slide by slide and the students created their PP as the teacher directed.

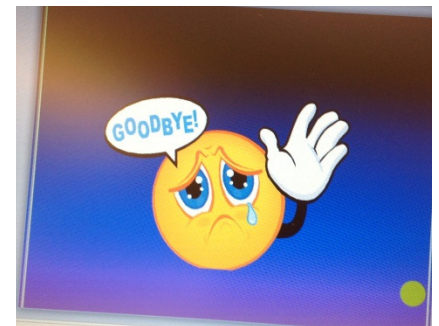


The first photo is a caption of what the teacher taught and the second one would be what the student put into their PP. The 15 slides of the PP included: identity; purpose of SLC; learning (what they can do well, what they want to improve, self-assessments, and goals) in the subjects of ELA, Math, Science, Social, and Health; work ethic; and general goals for next term.



The SLCs were not scheduled, but ran as a come and go for two evenings from 5:30-8:30. The format of the SLC was simultaneous with the student leading. There were 7 stations in the classroom and there was up to 6 families at one time. The conference time was approximately 20 minutes long. The students had their PP saved to a flash drive to assure they had access. After going through the PP with their parents, the teacher joined the conference for about 3-5 minutes. Attendance was 100% and very few accommodations had to be made. It took approximately 3 hours to prepare, but the third class was mostly fine tuning and catching any one up that had been absent.

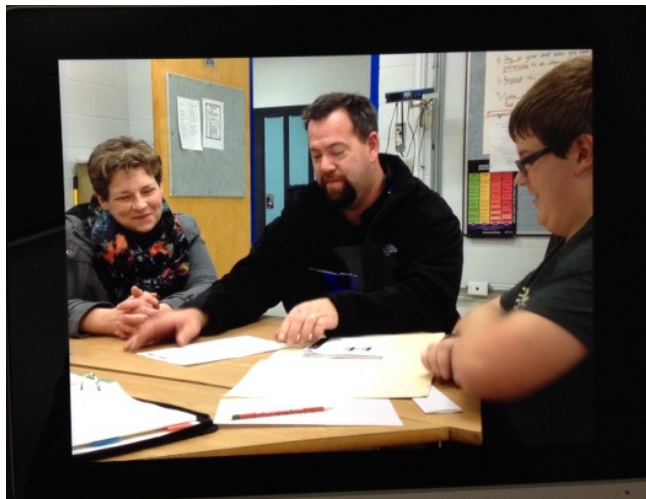
When a student was asked, "why they had used this last slide with a sad face", she said, "I chose the sad one because the conference would be over and I liked preparing for it and giving it and I had to say good-bye."



SAMPLE 14 – MIDDLE YEARS

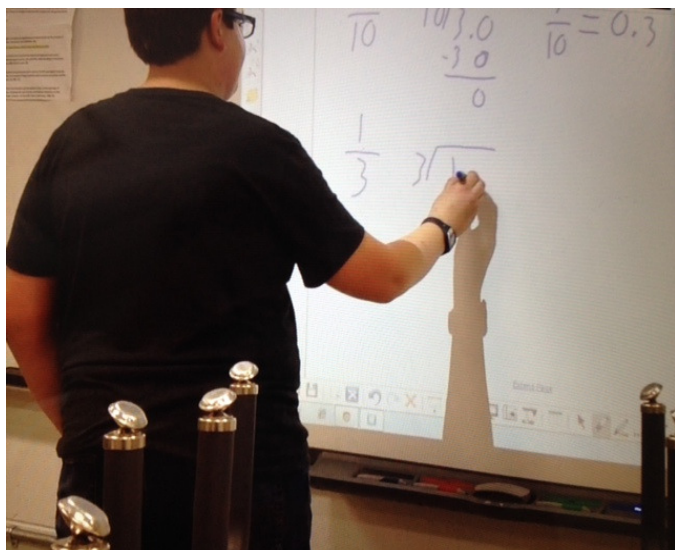
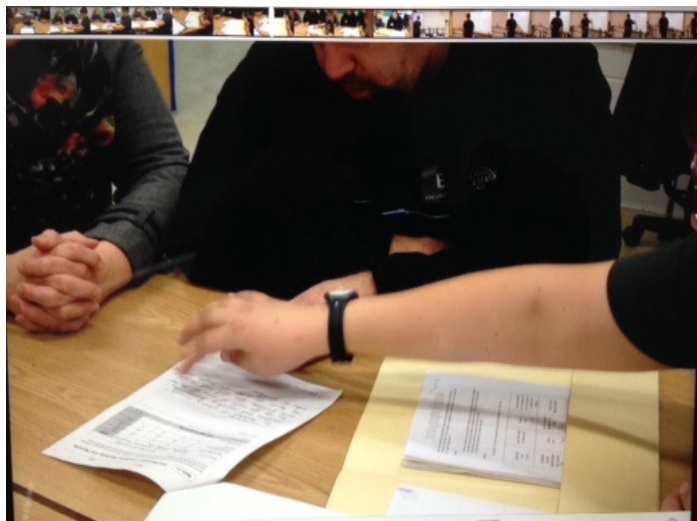
SLCs in the middle years are a great way to get these students involved in their learning. The students are able to do a variety of presentations. This sample comes from a school that has implemented SLCs for a few years.

The students feel quite comfortable presenting to their parents and the parents feel quite comfortable asking the student questions.



The student had a collection of work in folder with rubrics and assessments to refer to when talking about their learning; he/she also had a checklist which they diligently followed whether the time limit was up or not.

Part way through the conference the student went to the Smart Board, chose a couple of math questions and completed them explaining his/her strategies to solving the equation. The parents watched and asked questions for clarification.



This sample was a student led individual conference. The time allotment was 15 minutes, although the student went beyond the 15 minutes. The teacher sat by and communicated throughout the conference by sharing information, clarifying and answering questions.

SAMPLE 15- MIDDLE YEARS

In this sample, the student were prepared by learning what a Student Led Conference is and what they can do to share their learning. The teacher also talked to the students about when looking at the report card, they can identify which outcomes they need to pay more attention to and which ones they are successful in.

The students then wrote out what he/she would say about what they do well and what they would like to improve upon. To help feel more comfortable, introducing others was taught and practiced.

When the conference took place (individual student and teacher led), the student came in and introduced his/her parent, then read what he/she had prepared. Then together, the teacher, student and parent, discussed the report card – what outcomes are, what assessments are used for and how to read the report card. Based on the report card, a goal was set (examples ranged from not skipping school so much to writing a book). If the student had difficulty setting a goal, the parents and teacher gave suggestions.

The teacher's comments included: "During the actual meetings it was interesting to see how students spoke to their parents and explained their learning. One of the interviews that particularly stood out was one when Student A began talking about his learning, and how proud he was of his PE mark; it was heartwarming. Following the interviews students have been increasingly comfortable using the academic rubrics as I think they have a better understanding of what each number means and what it looks like."



SAMPLE 16 – PHYSICAL EDUCATION

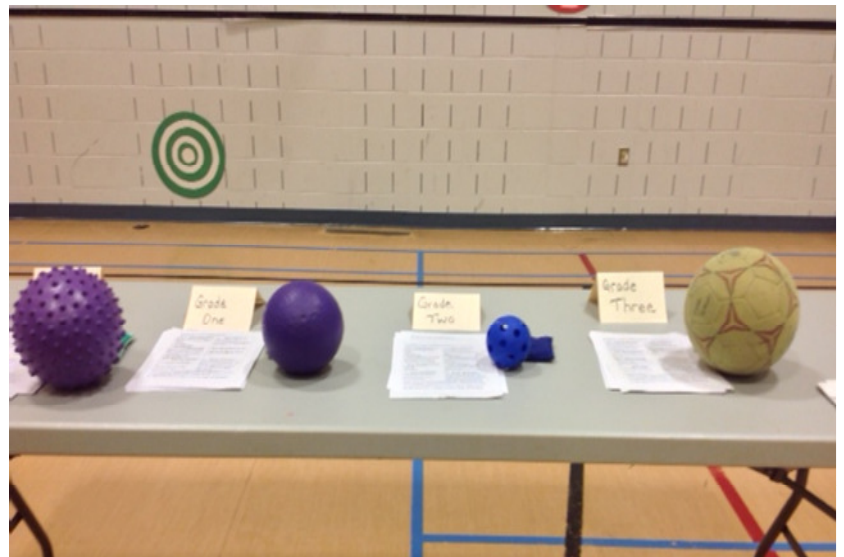
In a school that was beginning SLCs and wanted all to participate, this teacher really wanted students to showcase their learning in her subject as well. She set up in the gym with a display, listed outcomes per grade, and activities for students and parents to try. The activity was connected to an outcome and then

the student with the help of the display would explain why the activity helped develop that outcome.



There was no scheduled; families visited before and after other conferences. Other teachers reminded families to stop by the gym to talk to the Phys. Ed teacher. The students also wanted to take their parents to the gym to show them the activity for their grade.

This was the first time this teacher tried this and here are her comments: “There were 38 children with 41 adults. I have the parents sign in with their children. It was a great way to learn their names. The reaction was terrific. Students enjoyed showing their parents some skills they had learned; I also prepared a sheet for parents and students to guide them through the stations. Parents asked their children questions and they started conversations about their learning. When the student had led their parent through each station, they were able



to enter to win a book from the book fair. I gave out one book for each class I teach. This was a terrific opportunity for me in a few ways; I saw the students sharing time and skills with their parents, I gave parents family fun suggestions to do with their children that will help increase the student’s skills in several areas, I was able to speak to families in a relaxed and productive way. I also offered healthy snack ideas and helped parents understand expectations for student physical development. It was a very rewarding experience for me.”

SAMPLE 17- HIGH SCHOOL

This sample comes from a high school in which only one teacher in the school tried a SLC. It was implemented in grades 9-12 ELA- Writing, Reading Comprehension, and Projects.

The portfolio of work was selected by the students and teacher. It included samples of formative and summative pieces collected throughout the course (some of these courses are finished in semester 1).

To prepare, the students were introduced to the many terms and concepts connected to the new assessment practices during the first week of this school year. This new vocabulary is engrained in their conversations and students understand how the new assessment works and how it benefits them, their parents, and the teacher. The students prepared for the SLC by doing some reflective work with a worksheet the teacher created. As the students revisited some of their assignments, they adjusted or added reflections. The students understood coming to the conference is one of the outcomes in their course.

The Student-Led Conferences were not scheduled. It was open house on two evenings in a row. There were two or three families at one time. Attendance was similar to other years but the teacher was pleased to see the students at the conferences (would have been only parents in the past). Teacher note, “Conferences seemed shorter this year.” 😊

During the conference, the students brought their parents in and the teacher greeted them and the student presented their work with prompts on the board. The teacher was also nearby to prompt and clarify if needed. The teacher also walked around praising the student for leading and occasionally busied herself at her desk.

The teacher reported feelings about the conference to be: Student- they felt prepared to lead the conference, but it was still "weird and a little uncomfortable." Parents- were impressed that the students knew so much about their own learning, the new terminology, and the benefits of this new way of assessing. Teacher- “I loved having the conferencing in my classroom instead of the gym; it was really amazing to see all my "coaching" put into practice as my students proudly showcased their strengths and commented quite seriously on where improvements were required so they could reach at least a level of proficiency. I was proud! I think parents were really unsure at first, but left feeling better because the students were able to clear up some confusion.”

ELA A30

Outcome: AR A30.2

Title of Assignment:

How I did:

What that means:

How I want to do:

How I can achieve that:

ACKNOWLEDGEMENTS

Thank you to the schools of Living Sky School Division and the teachers that have implemented a Student-Led Conference and shared their experience to provide the samples in this handbook

Thank you to Living Sky School Division Superintendents and Assessment Coaches who have helped gather and edit the information.

Even though the theory comes from Bailey, J.M and Guskey, T. R. *Implementing Student-Led Conferences*, Corwin Press Inc. 2001; and Gregory, K. Cameron, C. and Davies, A. *Conferencing and Reporting*, Hignell Printing Ltd. 2001); it is the teachers of this division that have made this handbook valuable through sharing their experiences and tips.



