

Clifton-Clyde Middle School

Guide to

Student

Led

Conferences

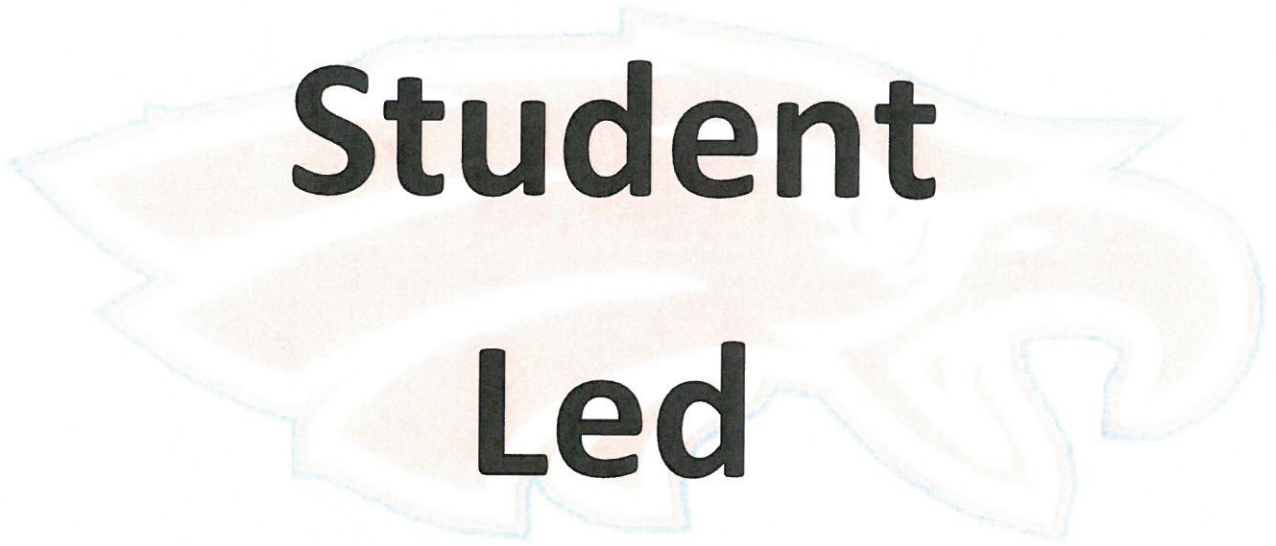


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Objectives of Student Led Conferences

- ✓ To hone student verbal communication and critical thinking skills.
- ✓ To build open relationships with families concerning student progress and goals.
- ✓ To assist students in taking ownership of their own learning and growth.
- ✓ To assist students in assuming greater control of their academic progress.
- ✓ To assist students in accepting personal responsibility for their academic performance.
- ✓ To promote parent/guardian, teachers, and students engagement in open and honest dialogue.
- ✓ To increase parent/guardian attendance rates at conferences.

Description of Student Led Conferences

USD 224 Clifton-Clyde considers the relationship between students' families and the school to be of utmost importance. At two different times during the school year, the student and their families attend formal Student Led Conferences (SLCs) during which student report on their own progress, goals, and any other pertinent information. At USD 224, Student-Led Conferences replace the traditional parent/teacher conference. SLCs are attended by the student, parent/guardian, advisory teacher, and other adults the student would like present. The advisory teacher facilitates the meeting, but the student is in-charge.

Students justify quarter grades in each class by referencing their grade tracks for specific classes. Students also complete goals with accompanying action steps. Students are held accountable for their progress on these goals when they explain areas of strength and areas in need of improvement. The tone of the conference is positive with a focus on what can be done to ensure success as opposed to what has been done poorly.



Role of the Student

The student is the main player of the student led conference. Advisory teachers guide the students through the conference process and help the students prepare, but the responsibility of conveying information to parents and families rests on the students.

- ✓ Students continually self-assess their progress based on their grade graphs and goal targets.
- ✓ Students formally invite their parents to SLCs.
- ✓ Students follow script as given so they can share their progress, etc.
- ✓ Students write formal thank-you notes to their parents post SLCs

Role of the Advisory Teacher

The bulk of the SLC preparation happens in advisory and much of the responsibility lies within the advisory teacher. Advisory teachers ensure conference quality across the grade levels.

- ✓ Advisory teachers help students organize and prepare for conferences (see conference calendar).
- ✓ Advisory teachers assist students in goal setting and action plans.
- ✓ Advisory teacher monitor weekly student grade tracking.
- ✓ Advisory teachers help students organize assignments and prepare for conferences.
- ✓ Advisory teachers allocate time during advisory for scheduling the SLC (2 weeks prior to conference).
- ✓ Advisory teachers allocate time during advisory for practice and modeling of SLCs.
- ✓ Advisory teachers inform other subject teachers of parental concerns (if applicable).



Role of the Parent

- ✓ The parent/guardian is the second most essential attendee to the SLC and should be briefed about the format of the SLC at the beginning so that the conference runs smoothly.
- ✓ The parent/guardian must be willing to let the student speak, saving questions until the end.
- ✓ The parent/guardian arrives on time.
- ✓ The parent/guardian shares any lingering concern with the student and the advisory teacher.
- ✓ The parent/guardian helps the student meet his or her goals by supporting their progress at home.
- ✓ The parent/guardian follows up with subject level teacher, preferably with the student, if need be.

Role of the School

The school is responsible for ensuring that all participants are able to fulfill their roles. It provides teachers with guidance on how to support students; it provides students with adequate time and structure to prepare for the conferences; it provides a forum for parents to express concerns.

- ✓ The school prearranges SLC days, notifies teachers, students, and parents in a timely manner.
- ✓ The school will provide the attendance reports to the advisory teacher for students to share.
- ✓ The school shares SLC format with the parents and is clear about the objectives of these meetings.
- ✓ The school will advertise in using different media these conference dates.
- ✓ The school responds to parent concerns in a timely manner.



School Year Timeline

August

- Students add classes and teachers to grade tracking form.
- Begin grade tracking.
- Set goals #1 and #2 with action steps.

September

- Continue grade tracking.
- Contact parent/guardian 2 weeks prior to SLC date to set up time. Use "Phone Call Script."
- Conduct Fall SLC using Fall Student Led Conference Script.
- Write thank you note to parents.

October

- Continue grade tracking.
- Switch grade tracking forms to 2nd quarter when applicable.

November

- Continue grade tracking.

December

- Continue grade tracking.

January

- Begin grade tracking on 3rd quarter form.
- Review goals #1 and #2 and action steps associated with those. Discuss progress with advisory teacher and make necessary adjustments.

February

- Continue grade tracking.
- Contact parent/guardian 2 weeks prior to SLC date to set up time. Use "Phone Call Script."
- Conduct Spring SLC using Spring Student Led Conference Script.
- Write thank you note to parents.

March

- Continue grade tracking.
- Switch grade tracking forms to 4th quarter when applicable.

April

- Continue grade tracking.

May

- Finish grade tracking.



Phone Call Script

“Parent Teacher Conferences at Clifton-Clyde Middle School will be student led this year. At the conference you and I will meet with my advisory teacher Mr/Mrs./Miss _____.
insert advisory teacher name

At this meeting we will be discussing my personal goals for success, my current grades and grade tracking, my attendance, and we’ll set a goal together. I would like to meet with you in

_____ room at _____ on _____.
insert advisory teacher’s name time date



Thank You Note Sample

Here's the basic template for a good thank-you note along with a few sample phrases to get you started.

1. Greeting. Don't forget to make sure you're using the correct form and spelling of the person's name, as well as anyone else's mentioned in the note.

-Dear Mom and Dad,

2. Express your thanks. Begin with the two most important words: Thank you.

-Thank you so much for...

-I'm so grateful you were there when...

3. Add specific details. Tell them how you much you appreciated their attendance. It shows them that you really appreciate the time that went into it.

-I know you have a busy schedule and I appreciate your support in coming

4. Look ahead. Mention what was discussed during the meeting and how you're going to follow through

-As we discussed during my SLC I plan to spend more time studying for each test

5. Restate your thanks. Add details to thank them in a different way.

-Again, thank you for coming and support me.

6. End with your regards. "Sincerely" is a safe standby, but you might choose a warmer option.

-With love,

-Many thanks,

-Yours truly,

SAMPLE THANK YOU

October XX, YYZZ

Dear Mom and Dad,

Thank you so much for attending my Student Led Conference last week.

I know you both have busy schedules and I appreciate you taking time to come and support me in school. As we discussed during my conference I plan to study more for each chapter test in Biology.

Again, thank you for always being there to make sure I can make the most of my school opportunities.

Sincerely,

Johnny Doe

Johnny Doe
616 N. High
Clyde, KS, 66938

Return Address

Stamp



Address

Mr. and Mrs. Doe
23802 Meadowlark Lane
Clifton, KS, 66937



Fall Student Led Conference Script

See also "Supplemental Questions for SLC"

I. Introduction

- A. Thank your parents for taking time out of the day for coming
- B. Introduce your parents and advisor to one another

II. Conference

- A. Start by sharing your "Goals for Success" worksheet. Share your strengths and what you need to work on. Share your first two goals. Share any samples of your work that you have included.
- B. Subject discussions/Grade graphs
 - 1. "In English I have been...."
 - a) "My grade in English is a/an...."
 - (1) If you have a low grade explain why (i.e. missing assignments, attendance, difficulties, behavior choices, other)
 - 2. Continue with above format with remaining subjects
- C. Share attendance report. **(WE CAN HAVE BARB RUN THESE)**
- D. "This quarter, I have especially enjoyed...."
- E. "It is easiest to be successful in _____"
- F. "It takes more work for me to be successful in _____"

III. Conclusion

- A. "Do you have any questions or comments?"
- B. Revisit "Goals for Success" worksheet.
- C. "At our spring student led conference, we will discuss my classes for next year."
- D. "Thank you for coming and listening"



Spring Student Led Conference

See also "Supplemental Questions for SLC"

I. Introduction

- A. Thank your parents for taking time out of the day for coming
- B. Re-introduce your parents and advisor to one another

II. Conference

- A. Subject discussions/Grade graphs
 - 1. "In English I have been...."
"My grade in English is a/an...."
If you have a low grade explain why (i.e. missing assignments, attendance, difficulties, behavior choices, other)
 - 2. Continue with above format with remaining subjects
- B. Share attendance report (Tell absences and tardies) **(BARB WILL RUN)**

III. Conclusion

- A. "Do you have any questions or comments?"
- B. Revisit "Goals for Success" worksheet. Discuss progress on goals 1 and 2. Also discuss what's helped you get closer to those goals and what's deterred you from the goal?
- C. "Thank you for coming and listening"



Supplemental Questions for SLC:

Guiding Questions for Students

- What growth have you seen in my reading so far this year?
- What do you enjoy most about my writing?
- What growth have you seen in my math thinking so far this year?
- I'm having a hard time with (anything you wish your parents or teacher knew). Can we talk about ways to help?
- What materials can I use to better organize my learning space?
- How might I better help this team that's dedicated to my learning? (can ask parent and/or teacher)

Guiding Questions for Parents

- How might I better support you as a student at home?
- What's the hardest part about the writing process for you? Why do you think so?
- What's your favorite part about the writing process? Why?
- How do you feel when you're asked to explain your math thinking?
- How do you feel during math practice time on your own?
- What do you think about where you sit in each class?
- What makes you most excited about coming to school?
- How do you feel about your overall learning so far in [subject/topic]?
- How might I better help this team that's dedicated to your learning? (can ask student and/or teacher)

Guiding Questions for Teachers

- How often do you feel in charge of your own learning? How can I help you better take charge of your learning in [subject]?
- How comfortable do you feel with the materials that are provided in your classes? (too challenging, too easy, or just right)?
- How might teachers better model the writing process for you?
- What's your favorite way to learn and why?
- How comfortable are you with sharing your ideas with classmates? Why do you think that is? How can we help?
- How might I better help this team that's dedicated to your learning? (can ask student and/or parent)



Sample Teacher SLC Schedule

TIME	STUDENT
12:00-12:15	
12:15-12:30	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
12:30-12:45	
12:45-1:00	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
1:00-1:15	
1:15-1:30	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
1:30-1:45	
1:45-2:00	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
2:00-2:15	
2:15-2:30	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
2:30-2:45	
2:45-3:00	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
3:00-3:15	
3:15-3:30	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
3:30-3:45	
3:45-4:00	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
4:00-4:15	
4:15-4:30	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
4:30-4:45	
4:45-5:00	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
5:00-5:15	
5:15-5:30	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
5:30-5:45	
5:45-6:00	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
6:00-6:15	
6:15-6:30	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)
6:30-6:45	
6:45-7:00	AVAILABLE FOR DROP INS (NO SCHEDULED SLCs)



Goals For Success

Name: _____

My strengths are:

1. _____

2. _____

3. _____

I need to work on:

1. _____

2. _____

3. _____

First Goal:

To achieve this goal, I will:

A. _____

B. _____

Second Goal:

To achieve this goal, I will:

A. _____

B. _____

People who can help me achieve this goal:

Distractions that may get in my way of accomplishing these goals are:

Signature _____

Parent Signature _____

Advisory Teacher Signature _____

