



Capital Preparatory
Magnet School

Student-Led Conferences 2012-2013

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MISSION STATEMENT

Capital Preparatory Magnet School aspires to create a community of lifelong learners that will provide society with citizens who work toward social justice in a college preparatory environment. Capital Preparatory Magnet School staff will provide an educational environment that creates opportunities for all students to realize and fulfill their social, academic and civic responsibilities. Capital Preparatory Magnet School will develop skills necessary for students to become agents of social change.

CAPITAL PREPARATORY MAGNET SCHOOL

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Capital Preparatory Magnet School

Student-Led Conferences

Focus of Student-Led Conferences

Student-led conferences spotlight the most important person in the process - the student. The conferences require students to reflect on their learning and evaluate their progress in relation to Capital Prep's Learner Expectations, Social Justice Strands and the Essential Question for each grade. Students review their progress by completing a Goal Sheet & Self-Assessments and create a portfolio of artifacts that demonstrate their mastery of the skills related to Learner Expectations. Likewise, in the final assessment, students will select the artifacts that demonstrate their mastery of each Learner Expectation as well as how the students have answered the Essential Question for the grade. Depending on grade-level, artifacts are identified by the student, teacher and/or advisor.

Goals of Student-Led Conferences:

- ☑ To empower students to be responsible for their learning
- ☑ To increase self-confidence and facilitate the development of students' organizational and communication skills
- ☑ To teach students to thoughtfully evaluate their academic performance and set goals for self-improvement
- ☑ To engage parents, students, and advisors in productive, honest dialogue
- ☑ To increase parents' level of awareness of the academic expectations for their children and the level of progress that their children have attained

Benefits of Student-Led Conferences:

- ☑ Help parents understand what is happening in the classroom
- ☑ Gives accountability to the student for classroom work and assignments
- ☑ Provides points of discussion between parent, student and advisor
- ☑ Maintains focus on learning instead of behavior
- ☑ Provides a structure for self-directed conferences
- ☑ Encourages an opportunity for 100% parent participation

Roles within the Conference

The student, as the presenter, begins the conference by opening the portfolio to share Goal Sheets, Self-Assessments, sample work with rubrics, and artifacts from each marking period.

The parent is the audience. The parent asks probing questions of the student to gain a better understanding of their child's progress.

The advisor is the facilitator and timekeeper. The advisor observes and encourages the student to keep focused on the conference checklist, shares grade information, and clarifies the parent's questions.

Students

Student Responsibilities:

The purpose of student-led conferences is to provide an opportunity to share with your parents what you are learning in school. It also provides the opportunity to share with your parents your educational goals and pieces of your work that make you especially proud. Your responsibilities include:

Before the Conference:

- Keep your work and assignments organized in electronic folders or binders.
- Compile a conference portfolio consisting of selected artifacts from work folder.
- Evaluate selected assignments to determine what was expected, the things you did well and the things you could have done better.
- Bring your class folders to advisory on Fridays so that you can add new artifacts and reflections to your portfolio at least twice a month.**
- Work with a peer mentor to review your artifacts and organize your portfolio.**
- Meet with your advisor at least once a week to review your portfolio and self-assessments.**
- Complete the Goal Sheet.
- Complete the Student Self-Assessments.
- Turn in Goal Sheets and Self-Assessments to your advisor.
- Take home the conference schedule for your parent to make an appointment.
- Make sure your portfolio is in order. Make sure you have chosen the required number of pieces of work per class to share with your parents.

During the Conference:

- Come to the conference with your parents.
- Use the checklist to help guide you through your student-led conference. Be sure to check off each item as you complete it.
- Discuss with your parents your progress in each class.
- Discuss with your parents your improvement plan for the upcoming marking period.
- Allow parents and advisor to provide feedback and ask any further questions that need to be answered.

After the Conference:

Reflect by asking yourself the following questions:

- What could I do to improve my student-led conference?
- Am I using my organizational tools effectively?

Parents

Parent Responsibilities:

The purpose of student-led conferences is to provide you with the opportunity to learn more about Capital Prep's academic expectations, and your child's progress related to those expectations, through the eyes of your child.

Before the Conference:

- Communicate with the advisor and your student about the conference time schedule.
- Make a list of questions and concerns.
- Review the Parent Checklist for Student-Led Conferences (Form G). It lists steps to follow for a productive and meaningful conference.

During the Conference:

- Arrive on time with your student.
- Take notes during the conference.
- Ask for clarification on things you do not understand.

After the Conference:

- Schedule an appointment with the advisor on another date, if you still have questions and concerns not answered at the conference.
- Fill out the Parent Evaluation of Student-Led Conferences Form.

Advisors

Advisor Responsibilities:

Advisors will monitor and support the creation and maintenance of student portfolios that showcase student learning and growth. As a part of this development, advisors facilitate discussions about Learner Expectations and how the students can demonstrate mastery over related skills. In addition, advisors will conduct ongoing discussions over the course of the year focused on ways in which students have answered the Essential Question for the grade. Students will exhibit samples of their work to demonstrate learning and growth with respect to specific Learner Expectations for the current quint. The sample work together with a Student Self-Assessment are called artifacts.

Before the Conference:

- ☑ Train students on student-led conferencing through practice and role play.
- ☑ Assist and advise students in compiling their portfolios.
 - **Have students bring their class folders to advisory on Fridays so that they can add new artifacts and reflections to their portfolio at least twice a month.**
 - **Assign students a peer mentor with which they can review artifacts and reflections.**
 - **Meet with each advisee at least once a week to review portfolio and self-assessments.**
- ☑ Provide ample time for students to get their portfolios together before the conference.
- ☑ Notify parents of the conferencing format. Refer parents to the section in the Parent Handbook on student-led conferences.
- ☑ Be sure to send a conference schedule home for appointments through a specified class.

During the Conference:

- ☑ Create a comfortable space for parents and students to meet.
- ☑ Serve as a facilitator, not a leader.
- ☑ Encourage the student to keep focused on his or her checklist.
- ☑ When you have conversation, be positive and supportive, emphasizing the things the student has accomplished.
- ☑ Keep the focus on the student.
- ☑ Be available to address issues of specific importance.
- ☑ Answer parent and/or student questions as they arise.
- ☑ Encourage parents to fill out Evaluation forms.

After the Conference:

Reflect, asking yourself the following questions:

- ☑ Were my students prepared?
- ☑ Was I positive with the parents?
- ☑ Did I think the conferences were effective?
- ☑ What might I have done differently?

Q & A

Questions from Parents

1. Can I see all of my child's teachers?

Your child's advisor will be present during the conferences. If it is necessary for you to speak with your child's teachers, you will be able to arrange to do so at another time.

2. Why do I need to go if my child is doing well in school?

Student-led conferences benefit all students, whether they are struggling, excelling, or somewhere in between. Because of the many benefits to students, all of Capital Prep's students are expected to participate, either at home, or at school.

3. I cannot get time off work. What do I do?

You may contact the advisors to arrange an alternate meeting. If a physical meeting is not accessible, an alternative might be to conduct your conference with your child at home, contacting the advisors with any questions or concerns that arise.

4. How long does a typical conference last?

We schedule conferences for 15-minute intervals.

Questions from Advisors

1. How long will it take me to prepare for student-led conferences?

Preparation depends on the advisor. Advisors need to fill out an evaluation for each student. Beyond that, the advisor decides how responsibility will be divided between students and staff.

2. What happens to those parents and students who do not show?

Contact the parent to reschedule. Encourage the parent to conference at home and return evaluation forms. The purpose of conferencing is student ownership.

3. What if the parent wants to speak with a teacher?

Only advisors will be available at the conferences. Parent will have to arrange for a separate meeting time with the child's teachers if this is desired and necessary.

4. How long should each conference last?

Conferences are set up in 15 minute intervals. The student will lead the first part completely. The remainder of the time is to answer questions or information sharing with the parent.

Questions from Students

1. How will I know what to do?

Your advisor will explain all steps of the student-led conference and will help you prepare for it. You will have a chance to practice in your classroom before the actual conference.

2. What do I need to bring to conference?

Have your portfolio organized with your checklist.

Forms

Students:

- **Form B—General Reflection & Improvement Plan**
Students complete the General Reflection & Improvement Plan at the beginning of the marking period. The completed form goes home to be discussed with the parents and returned to the teacher. This requires parent signatures.
- **Form C—Student Self Assessment: Learner Expectations**
Students complete this before conferences reflecting on their progress in the Learner Expectation skills.
- **Form D—Student Final Self Assessment**
Students complete this before year-end conferences reflecting on their progress with respect to all Learner Expectations, Social Justice Strands and the Essential Question for the grade.
- **Form E—Student Portfolio Checklist**
The students use this as a guide during the conference and check off each item as they complete them.

Parents:

- **Form F—Post Conference Questionnaire**
Parents use this form to evaluate their child's conference/school performance and as a template to help students future goals.
- **Form G—Parent Checklist**
The Parent Checklist is a parent guide for Student-Led Conferences. It is given to parents prior to conferences and is also available on conference day.

Form B

General Reflection & Improvement Plan

Student & Parent Involvement

Student Name _____

Student Reflection

Reflection is an important strategy for improvement. We all benefit from examining both our strengths and weaknesses. Below are questions addressing these strengths and weaknesses, academically and behaviorally. Please answer each statement in complete sentences:

I believe that my strengths academically are _____

Academically, I have the greatest difficulty with _____

As far as behavior is concerned, I believe my greatest strength is _____

Behaviorally I struggle with _____

Student Improvement Plan (Parent involvement required)

Parents, please take a few minutes to reflect on your child's responses above. Discuss their strengths and weaknesses. Then, help them develop a plan to improve those areas of difficulty and where they are deficient and continue to grow in the areas they feel strong. List strategies you come up with below and sign this document to signify the commitment to educational growth you both have.

The following ideas or strategies may be beneficial in order to improve academically:

-
-
-

The following ideas or strategies may be beneficial in order to improve behaviorally:

-
-
-

Other comments: _____

Parent Signature _____ Date _____

Student Signature _____





Form C

Student Self-Assessment: Learner Expectation (Sample)





2nd/3rd Grade: Quint 1 Learner Expectation Assessment Collaborator

1. What does it mean for someone to be able work well with others (collaborator)?





2. Did you work well with others at the beginning of the school year? Use an example to support your answer (a memory or an artifact).

Being a Group Member				
As a collaborator....	I always listen and share ideas with others in a group.	Most of the time, I work well with others in a group.	I am learning to work with others in a group.	I do not work well with others in a group.

Why do you think this? Use an example to support your work (a memory or an artifact).

Being a Group Leader				
As a collaborator....	I talk through problems with another classmate or a group and can help others do the same.	I talk through problems with another classmate or a group.	I need help talking through problems with classmate or a group.	I do not talk through problems well with my classmate.

Why do you think this? Use an example to support your work (a memory or an artifact).

Social Justice Connection: Co-operation				
As a collaborator....	When my group makes a choice, I accept and help to make sure the group follows the choice.	I accept and follow group choices.	I am learning how to accept and follow group choices.	It's hard to accept and follow group choices.

Why do you think this? Use an example to support your work (a memory or an artifact).

1. Did you get better at working with others since the beginning of the school year? How do you know? Give an example to support your answer.

2. In what ways do you think you can work better with others? Give specific examples.

Form D

Student Final Self-Assessment

Kindergarten/1st Grade: Final Self-Assessment

1. List the artifacts from this year that show what you have learned in each Learner Expectation and Social Justice Strand. Explain how the artifact shows what skills you have learned.
 - a. Name of Artifact 1:
 - i. Class and teacher
 - ii. Description of project
 - iii. Describe the specific skills you improved this year to become a better Collaborator. Use this artifact to explain your answer.
 - iv. Describe what you learned about Human Diversity this year that you think is important. Use this artifact to explain your answer.
 - b. Name of Artifact 2: class and teacher
 - v. Description of project
 - vi. Describe the specific skills you improved this year to become a better Researcher and Information Processor. Use this artifact to explain your answer.
 - vii. Describe what you learned about Globalization and Sustainability this year that you think is important. Use this artifact to explain your answer.
 - a. Name of Artifact 3:
 - i. Class and teacher
 - ii. Description of project
 - iii. Describe the specific skills you improved this year to become a better Empathetic Citizen. Use this artifact to explain your answer.
 - iv. Describe what you learned about Equity and Power this year that you think is important. Use this artifact to explain your answer.
 - b. Name of Artifact 4:
 - i. Class and teacher
 - ii. Description of project
 - iii. Describe the specific skills you improved this year to become a better Problem Solver. Use this artifact to explain your answer.
 - iv. Describe what you learned about Problems of Well-Being this year that you think is important. Use this artifact to explain your answer.
3. How have you answered the Essential Question for this year? For Kindergarten, “Who am I?” For 1st Grade, “What groups do I belong to? What groups do people think I belong to?” Use the artifacts from your portfolio to explain your answer.
4. Describe the most important thing you learned this year.
5. Describe the specific skills you improved the most this year.
6. Describe the specific skills you think you still need to improve.

Form E

Student Portfolio Checklist

Portfolio Table of Contents

1. **How Do I See Myself?**
2. **General Reflection Plan**
3. **Student Classwork—organized by hour student has the subject**

Language Arts

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Science

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Social Studies

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Math

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

Electives (optional)

- Goal Sheet
- Student Rubric
- Teacher Rubric
- Assignment they're proud of
- Assignment they could have improved upon
- Assignment chosen by teacher

4. **Parent Questionnaire**

Form F

Parent Post-Conference Questionnaire

Student Name: _____

What did you learn about your child's progress?

Was your child prepared for the conference? How or how not?

What would you like your child to be working on for his/her next goal?

Parent Signature: _____

Student Post-Conference Questionnaire

Evaluate the following questions on a 1 – 5 scale (1 being the best)

I was prepared for the Student Lead Conference _____

I showed my adult my portfolio and answered all of his/her questions _____

During this process I learned that I need to

If I were grading myself on this, I'd get a _____. Why?

Form G

Parent Checklist

A Guide to Student-Led Conferencing

Your child should be walking you through their portfolio explaining each piece. Below is a checklist of what they should discuss with you.

- Review your child's "How Do I See Myself" survey. Ask questions of your child if you don't understand something.**
- Review your child's goal and reflection page. Ask questions of your child if you don't understand something.**
- Let your child discuss their self-improvement plan with you. Encourage him/her to reach their goals!**
- Review your child's work for each class during the conference. Your child should share what he/she is proud of and what he/she could have improved on.**
- Please fill out both evaluation forms before you leave, and give to the advisor, or place in the designated place.**

Our goal is to best meet the needs of our students and parents. Your honest feed-back provides us with the means of assessing and improving of our educational methods and approaches regarding those needs.