OWNERSHIP OF LEARNING

LESSON 10-20 ▲ PREPARING FOR STUDENT-LED CONFERENCES II

|  |
| --- |
| **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 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?”* |

**LEARNING GOALS/OUTCOMES**

* Review the student-led conference structure.
* Finalize outline and organization of High School and Beyond Plan and materials to use as artifacts in the conference.
* Finalize invitation of parents/significant adult to conference.
* Conduct a practice student-led conference.

**MATERIALS NEEDED**

* **Student Handouts:**
* My SLC Outline
* Journal Page
* **Handouts from previous lessons** for reference:
* *Planning a Student-led Conference*
* Completed copy of *My SLC Outline*
* **Materials to Support Student-led Conference.** For example, HS and Beyond Plans, student work samples, along with selected items such as transcripts, current grades and other materials.

**CLASSROOM ACTIVITIES**

*High School Focus: What Do I Want to Do in the Future*

*Since this lesson spirals (repeats itself with differing focus areas from grade to grade), a recommended emphasis for high school is focusing on what students are doing well (or need to improve) now and what they are thinking about the future. Some schools choose to add detailed themes by grade level.*

1. **Students review and finalize *My SLC Outline* and accompanying materials prepared in 9-19.** All students should access, review, and finalize the outline they created during the most recent

lesson. Each student should take a moment to make any needed changes or additions.

1. **Students practice a student-led conference.** Give each student an extra copy of a blank *My SLC Outline* so they use it as a place to take notes and offer feedback while listening to a partner. Group students in pairs and have each student present their conference presentation to their partner.
2. **Students provide constructive feedback to another person regarding their student-led conference**. At the end of the partner’s presentation, the student should share the notes and feedback with the presenter and explain how he or she things the presentation was good and how the presentation could be improved.
3. **Students complete the Journal and note how to improve their student-led conference presentation.** After both students in each pair have had the chance to present to their partner and hear constructive feedback, have students return to their own seats and use the notes made by their partner to help them complete the journal page.
4. **Students finalize invitations to the student-led conference.** Based on your school’s procedure for scheduling conferences and inviting family members, have students either finalize or invite parents or significant adults.

**STUDENT PRODUCTS**

* **Completed *Student-led Conference Outline*.** Updated and fine-tuned outline based on practice.
* **Completed *Journal Page***
* **Supporting Materials for Student-led Conferences** (work samples, etc)

**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. When thinking about “beginning with the end in mind,” conferences are the culmination of advisory and Career Guidance activities, and to showcase your HBSP. 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 a lot of good information on organizing and preparing for student-led conferences

OWNERSHIP OF LEARNING

LESSON 10-20 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.*  High School and Beyond Plan  Career Interest Inventory  Four-Year Course Plan for HS |
| **What am I working on?** |  | *Lesson materials and other related sources*  *Themes: Academic Eligibility, Transition, Learning T.*  *Financial Literacy (include work samples)* |

OWNERSHIP OF LEARNING

LESSON 10-2O STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 9-20 | *Preparing for Student-led Conferences II***

***Q1:*** Which two pieces of advice will best help me improve my presentation?

***Q2:*** How can I best make these changes to my presentation?

***Answers:***