

K-12 Student-Led, Teacher-Supported Conferences



The purpose of Polaris Student-Led, Teacher-Supported Conferences is to document and celebrate learning over an extended period of time using student portfolios.

Students meet with their teachers and parents twice a year for conferences. This practice empowers students to proactively discuss their academic, social, and emotional growth in his/her own words. Such conferences invite parents into the learning environment, helping them better understand the unique developmental needs of their children and provides an opportunity for parents and teachers to share observations and assessment information.

Students	Family Group & Advisory/Content Area Teachers	Parents
<p><i>With increasing student responsibility based on grade level appropriateness:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Select work that reflects progress in each core subject area. <input type="checkbox"/> Prepare talking points for each sample that helps explain your learning; avoid “show and tell”. Describe what the artifact is, what you learned, and how you can use this learning in the future. <input type="checkbox"/> Take goal setting seriously; make a plan for improvement in each subject area. <input type="checkbox"/> Be honest about your behavior/work habits; take accountability if its something you are not currently strong at and set an achievable goal to help grow in this area. <input type="checkbox"/> Develop a plan to pace yourself during the actual conference with your family. <input type="checkbox"/> When practicing for your conference, make sure your portfolio is organized and accessible– we want to use the valuable time of the conference to celebrate your work, not navigate the tech. 	<p><i>As appropriate for grade level/subject area:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Help students compile portfolio entries; content area teachers should guide both the reflection and artifact selection each semester. <input type="checkbox"/> Demonstrate to students how to write insightful talking points for each artifact. <input type="checkbox"/> Ask students to write goals in each subject area; remember to revisit these later in the year to evaluate their progress. <input type="checkbox"/> Ask students to complete a behavior and/or work habits checklist– drawing on the accountability needed if they are struggling in these areas. <input type="checkbox"/> Provide an agenda/plan for pacing for students to follow during the actual conferences to help with time management <input type="checkbox"/> Use class time for students to rehearse/practice their conference. <input type="checkbox"/> Discuss student progress, goals, reflection, and areas of celebration during the student-led conference each semester. 	<p><i>As a core member of our community, please support us and your child by adhering to the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule and attend a student-led conference on the designated dates each semester. <input type="checkbox"/> Bring your child with you! The student leads the conference with support from the teacher. <input type="checkbox"/> Listen carefully to what your child has to say about his/her work samples; ask clarifying questions, but aim to be celebratory and growth-minded. <input type="checkbox"/> Expect your child to synthesize his/her learning; this is not “show and tell”. <input type="checkbox"/> Review your child’s goals and behavior/work habits carefully; offer specific support from the family perspective in helping them achieve these goals. <input type="checkbox"/> If you have specific concerns, please plan to schedule another time to meet with the teacher (outside of the student-led conference dates/times).