**Phase Chart**

*Use this document to understand the various components of Student-Led Conferences and how to navigate through different phases to full implementation of this powerful conference format.*

## Six Components of Effective Student-Led Conferences:

* Demonstrated administrative support for the conference format
* Compilation of student work collected through the course of the grading period
* Teacher’s written commentary on student work
* Professional Development time to train teachers and staff to facilitate such conferences
* Student participation
* Possible extensions to the conference schedule to allow enough time for discussion.

## Three approaches to begin the process of implementing Student-Led Conferences

* **CONSERVATIVE APPROACH –** *Ideal for schools wanting to experiment with the conference format, but are not yet ready to commit to full implementation. Starting steps may include:*
1. Explain the concept of Student-Led Conferences and portfolios to students; let them know that you will work together to present information to their parents.
2. Help students select one or two artifacts for a student portfolio of work.
3. Encourage families to bring their students to conferences.
* **MODERATE APPROACH –** *Ideal for schools that have experienced success with the starting steps of implementation. Repeat all steps from Conservative Approach and add the following elements:*
1. Introduce Student-Led Conferences through professional development sessions, Leadership Team and Family Engagement Team meetings.
2. Designate a location in your classroom for student portfolios, and allow students to access the portfolios daily by placing their work in their portfolios at a given time.
3. Allow students to select one or two artifacts from their portfolio that they want to share with their families during conferences. Teachers may make their own notes about the artifacts to share with families of how the piece also illustrates the student’s growth/performance/approach to learning, etc.
4. Allow students to reflect on their work – why they received the grade(s) they did and what they learned.
5. Provide parents with a list of leading questions and invite them to dialogue during the conference.
6. Allow students to write invitations to families encouraging them to attend conferences and thank you notes to families for attending.
7. Devote reflection time for staff to discuss the successes and challenges of Student-Led Conferences and to review survey data from families to continually improve the process.
* **AGGRESSIVE APPROACH -**  *Ideal for schools that have experienced success with the conservative and moderate approaches and are ready to adopt Student-Led Conferences as custom practice. Repeat all Conservative and Moderate Approach steps and add the following elements:*
1. Involve Leadership Team, Family Engagement team and grade-level team leaders to create a consistent plan for your building to implement Student-Led Conferences.
2. Devote planning time to help teachers prepare to facilitate Student-Led Conferences
3. Give students time to prepare materials and their comments to present during Student-Led Conferences for fall and spring conference sessions.
4. Extend the duration of conferences to allow time for every student to perform a Student-Led Conference.
5. Transition student portfolios with students as they progress to the next grade level in your building. Give portfolios to families when students transfer from your building or graduate.