

## Observation Tool for Student-led Conference (SLC)



Advisor: \_\_\_\_\_

Student: \_\_\_\_\_

SLC Date/Observer \_\_\_\_\_

Components of the Conference	Student/Educator Actions	Family Outcomes
<b>Introductions-</b> Student introduces his/her family to the educator and explains the agenda for the conference.	<ul style="list-style-type: none"> <li>• Student introduces the educator and family.</li> <li>• Student welcomes family and thanks them for coming.</li> <li>• Student overviews the agenda for the conference.</li> <li>• Educator or student explains that the student will do most of the talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Family understands what their child is learning.</li> <li>• Family understands grade-level expectations.</li> <li>• Family understands their child's progress and goals and how to support. Family has information and resources needed to support.</li> </ul>
<b>Grades and Work Products</b> shares his/her progress in each class and supports it by using evidence from work products.	<ul style="list-style-type: none"> <li>• Student introduces each class by overviewing his/her grades.</li> <li>• Student supports grades by sharing examples or evidence from work.</li> <li>• Student shares work products and explains key learning in the class and how he/she used class lessons or feedback to improve work.</li> <li>• Student takes ownership of mistakes by explaining how he/she will improve work next time.</li> </ul>	
<b>Data: Benchmark, Attendance, Behavior, or Character</b> shares relevant data with his/her family and explains what the data means.	<ul style="list-style-type: none"> <li>• Student describes data by explaining what it means.</li> <li>• Student describes how the data affects his/her academic performance.</li> </ul>	
<b>Academic Action Plan</b> Student describes one area of improvement, and student, family, and educator determine action steps for improvement.	<ul style="list-style-type: none"> <li>• Student describes one area for improvement based on analysis of grades and data.</li> <li>• Student explains why he/she chose this as the area for improvement.</li> <li>• Student sets action steps for improvement.</li> <li>• Student proposes action steps for his/her family and educator.</li> <li>• Educator takes notes on the student, family, and educator's action steps.</li> </ul>	
<b>Family Feedback</b> Family asks questions, and feels confident about next steps and empowered to support his/her student at home.	<ul style="list-style-type: none"> <li>• Student asks for family's questions and feedback throughout the conference and answers questions directly and honestly.</li> <li>• Educator checks for family's understanding, asks for input, and builds context around data and performance as needed.</li> <li>• Educator provides an exit ticket so family has the opportunity to give feedback.</li> </ul>	
<b>Student Presentation</b> Student can speak knowledgeably and confidently about his/her academic performance.	<ul style="list-style-type: none"> <li>• Student speaks naturally and confidently, at an appropriate pace, and with an appropriate tone.</li> <li>• Student makes consistent eye contact when speaking.</li> <li>• Educator asks probing questions to assist the student's analysis if necessary.</li> <li>• Educator redirects the conversation back to the agenda if necessary.</li> </ul>	

**Educator Reflection Tool: SLC**

<b>Actions:</b> What educators are doing to engage families?			<b>Reflect:</b> How educators “show up” to engage families?
<b>BEFORE</b>	<b>PREPARATION</b>	<ul style="list-style-type: none"> <li>• Educators excite students about the conference.</li> <li>• Educators/students select a meaningful work sample that represents key learning in their class from the quarter.</li> <li>• Educators support students to regularly analyze their data by reflecting on strengths and areas for growth, setting goals, and determining steps to improve.</li> <li>• Educators support students to organize their data into a portfolio to share with their family.</li> <li>• Educators support students to practice the conference and speak naturally and confidently about their data.</li> </ul>	<ul style="list-style-type: none"> <li>• Educators believe that families care about their children and are capable of supporting students’ growth.</li> <li>• Educators routinely reflect on own implicit bias and take steps to disrupt negative assumptions about families.</li> <li>• Educators assume the best and value the parent-educator partnership.</li> <li>• Educators maintain a solutions-oriented and asset-focused attitude about students and families.</li> <li>• Educators communicate belief in student's potential and ability to grow and improve.</li> <li>• Educators connect education and current performance to hopes and dreams.</li> <li>• Interactions and communication are focused on partnering with families to support, monitor, guide, and advocate for the student.</li> <li>• Educators take a listening and learning stance when interacting with families.</li> <li>• Educators are genuine and authentic in interactions with students and families.</li> <li>• Educators are aware of nonverbal communication (facial expression, body language, tone) when interacting with families.</li> </ul>
	<b>OUTREACH</b>	<ul style="list-style-type: none"> <li>• Educators individually schedule conferences with each student and family.</li> <li>• Educators offer flexible times when scheduling conferences.</li> <li>• Educators conduct make-up conferences with all families who don’t attend.</li> </ul>	
<b>DURING</b>	<b>CONFERENCE</b>	<ul style="list-style-type: none"> <li>• Students lead the conversation, are reflective about strengths and areas for growth, and take ownership of successes and mistakes.</li> <li>• Educators coach students to deepen reflections, check for families’ understanding and ask for input, provide needed context, and facilitate the conversation if student needs support.</li> <li>• Educators, families, and students co-construct goals, and collaboratively identify next steps for family, student, and educator.</li> <li>• Families understand what their child is learning, grade-level expectations, their child’s progress and goals, and how to support them.</li> <li>• Families have information and resources need to support.</li> </ul>	
<b>AFTER</b>	<b>FOLLOW-UP</b>	<ul style="list-style-type: none"> <li>• Educators follow up with families in a consistent and timely fashion to check-in on progress and share new data.</li> <li>• Educators and families celebrate student progress and goal attainment.</li> </ul>	
	<b>SHARE</b>	<ul style="list-style-type: none"> <li>• Educators share individual student’s goals and next steps with other educators so that they can follow up with families and students as needed</li> </ul>	