

## STUDENT-PARENT CONFERENCES: PARTICIPANT ROLES

In our student-led conferences, CORE Advisors assist as each student facilitates a conversation with his or her parent(s)/guardian(s) about his or her progress to date at the ECA. The following table offers descriptors of each participant's role in the Conference.

<b>Student</b>	<b>CORE Advisor</b>	<b>Parent/Guardian</b>
<ul style="list-style-type: none"> <li>• Brings materials, including syllabi for each EMU and ECA course</li> <li>• Prepares for the conversation</li> <li>• Presents current grades, attendance, and soft skills</li> <li>• Provides evidence supporting grades, attendance, and soft skills</li> <li>• Offers specific insight as to what is working</li> <li>• Outlines detailed plans for improvement in those areas in which skills are still building ("Next Steps" plan of action)</li> <li>• Demonstrates self-awareness as a student</li> <li>• Asks for support from CORE Adviser and family members to help improve/maintain performance</li> <li>• Contributes to EDP/EMU course discussion, if applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Has access to PowerSchool</li> <li>• Mediates and facilitates presentation of grades, attendance, and soft skills</li> <li>• Maintains a non-judgmental stance</li> <li>• Assists student in identifying specific plans for improvement ("Next Steps" plan of action)</li> <li>• Offers support/helps to identify support resources that will help the student improve performance</li> <li>• Supports other ECA faculty members in conversation with students and parents</li> <li>• Indicates successful completion of Student-Parent Conferences on PowerSchool, and provides comments summarizing the conversation.</li> <li>• Facilitates initial discussion of EDP/EMU courses, if applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to student presentation</li> <li>• Asks questions at the appropriate times</li> <li>• Maintains a non-judgmental stance</li> <li>• Offers support/helps to identify support resources that will help the student improve performance</li> <li>• Participates in discussion about and agrees to support the student in implementing "Next Steps" plan of action</li> <li>• Contributes to EDP/EMU course discussion, if applicable</li> </ul>

## STUDENT-PARENT CONFERENCES: PREPARATION CHECKLIST

Each student should bring:

- Books
- Notebooks
- Soft skills book and materials
- Syllabi for each EMU and ECA class
- Planner
- Grade information for each class (from Powerschool, Canvas, etc.)

For each class, each student must be able to:

- Explain the structure of the class: show syllabus and course materials (books, coursepacks, etc.), share with parents a typical day in the class, offer personal feelings about the class in general, etc.
- Show the grade and soft skill credential, and provide evidence that clearly shows *why* he/she is earning that grade and credential.
- Demonstrate his/her method of organization: ie. binder, notebook
- Show examples of class work: note-taking, talking to the text, assignments, group work, etc.
- Show examples of assessments: quizzes, tests, papers, projects, etc.

In addition, each student must be able to:

- Demonstrate his/her method of time management
- Explain the ways in which he or she is implementing the soft skills curriculum (On Course)

Students may:

- Take complete charge of the meeting—leadership skills will be welcomed!
- Create a portfolio or other more polished presentation product
- Dress professionally

### **Recommended timing of the presentations: 20 minutes total.**

Intro: 2 mins.

Individual course/grade explanations: 2 mins. per course (6—10 mins)

Soft Skills and planner explanations: 2 mins.

“Next Steps” discussion: 6—10 mins.

### **Behavior descriptors of student presentations**

Successful completion of the Student-Parent Conference is based on the student being able to:

- Bring materials
- Demonstrate advanced preparation for the conversation
- Present current grades, attendance, and soft skills
- Provide evidence supporting grades, attendance, and soft skills (tests, classwork, etc.)
- Offer specific insight as to what is working
- Outline detailed plans for improvement in those areas in which skills are still building (“Next Steps” plan of action)
- Demonstrate self-awareness as a student
- Ask for support from CORE Adviser and family members to help improve/maintain performance
- Contribute to EDP/EMU course discussion, if applicable.