



LESSON PLAN

GRADE: 11
MEETING: 7
DATE: 02/04/2010

THEME: *COMPLETE "TRANSCRIPT EVALUATION"
PLANNING FOR STUDENT LED CONFERENCE*

NAVIGATION 101:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

Announcements:

Reminders:

Student Led Conferences are March 24 & 25!

Be sure to check on the DPHS website under the Stag's LEAP link to get lesson information and handouts for advisory sessions that you may miss this year. As a junior it is important to get and keep your binder up to date, so you don't have to worry about it your senior year when you are working on your culminating project.

You should have your two work samples with you by now, but if you do not please remember to bring two work samples to add to your portfolio. These are required for the student led conference. You may want to write this down in your planner or somewhere as a reminder.

After this lesson we will be shifting from three weeks between advisory sessions to only two weeks between each to prepare for student led conferences. Also, the next three advisory sessions will be 50 minutes long. Please be prepared for these lessons; be sure to have all assignments completed and in your portfolio.

Lesson Goals:

ESSENTIAL QUESTIONS:

MATERIALS NEEDED:

CLASSROOM REVIEW:

- Review the elements of a student led conference.
- Begin organizing a student led conference.
- How do I plan for my future?
- How should I organize my student led conference?
- Advisory Portfolio Checklist, Class of 2010 (from Lesson 6)
- Planning Your Student Led Conference Handout (class set)
- SLC Exemplary Outline (1 copy)
- Student Transcripts (class set)
- Transcript Evaluation Form (5 extras per teacher)

Portfolio Review (5 minutes)

Check in with students and ask them to share any questions they have about how to organize their portfolios leading into their student led conferences. Brainstorm solutions for the problems they share. Check to see if any students have Work Samples for which they should get credit. Remind them that they should begin thinking about collecting two more

Work Sample items for the second semester.

**CLASSROOM
ACTIVITY 1:**

Transcript Evaluation (5-10 minutes)

Give students the copy of their transcript and have them take out their copy of the "Transcript Evaluation Form" from their portfolios. Direct them that they should look over their transcript and use the information to update the evaluation form. Explain to them that the purpose of this activity is to review their progress toward graduation as well as to give them to see how far they have come academically toward reaching their goals. This progress is the main topic of their student led conference.

**CLASSROOM
ACTIVITY 2:**

Planning the SLC (10 Minutes)

Review the information on the "Student Led Conference Handout." Tell students to continue planning what they will say at their conference by creating an outline. You may want to make an overhead copy of the "SLC Exemplary Outline" to show students an example of a good outline. Make them aware that they must write a script of their presentation. We will work on these scripts at the next hour long advisory session, so be thinking about what you want to say.

**CLASSROOM
ACTIVITY 3:**

Organizing Student Advisory Portfolios (5-10 minutes)

Have students pull out their copy of the "Advisory Portfolio Checklist, Class of 2010." Next, have students go through their portfolios and continue the organization started at the last advisory session. Many of the items like signed progress reports and outdated transcripts which were once very useful now can be discarded. Also, there should not be anything in the pockets of their binder except for the *Where Are You Going* booklet. Circulate throughout the room checking in with your advisees while they work to organize.

ASSESSMENT:

1 point for updated transcript evaluation, and 1 point for binder organization participation. Remember to award a point to those who have their work samples with them at this advisory. They will need to complete a work sample reflection form for each one.

IMPORTANT NOTE:

The next advisory sessions will occur every two weeks, and will be 50 minute sessions to prepare for Student Led Conferences in March.



HANDOUT

PLANNING YOUR STUDENT LED CONFERENCE

11TH GRADE

Name: _____

Advisor : _____

WHAT IS A STUDENT-LED CONFERENCE?

What have you accomplished in school this year?

What do you want to do in the future?

Who are you?

The **student-led conference** is your chance to share the answers to these questions with your advisor and your parents or guardians.

The student-led conference is truly student-led: that means **YOU** are in charge.

- **You are in charge** of planning what you'll say and what you'll present.
- **You are in charge** of organizing the materials you've collected in your portfolio so that you can share your achievements from the school year.
- **You are in charge** of deciding whether to create note cards, a slide show, a poster, or any other aids to help you make your presentation during your conference.
- **And you are in charge** of leading the conference once it starts: introducing your guests to your advisor and leading the discussion.

Your student-led conference is a big responsibility. But you can do it!

HOW WILL THE STUDENT-LED CONFERENCE WORK?

Here is a checklist of what you'll need to do before and during your conference. Your advisor may also have specific instructions for you about how student-led conferences are organized at your school.

- **Invite your parents, guardians, or other guests.** You'll be assigned a date and time for your conference (or a choice of dates and times). Following your advisor's instructions, invite your parents, your guardians, or other guests.
- **Plan what you want to say.** Using the outline on the next page, plan what you want to say during your conference. Your goal is to answer three questions:
 - **What have I accomplished in school this year?** (*Academic Development*)
 - **What do I hope to do in the future?** (*Career Development*)
 - **Who am I?** (*Personal and Social Development*)

These three questions cover the same topics as the three categories you've used to organize your portfolio. That should make it easy to use your portfolio to make your presentation. You can show materials from your portfolio during your presentation; or you can also create a slide show, a poster, or handouts. Your conference will last about 15 minutes. You should plan to talk for 10- 12 minutes, and leave the rest of the time for introductions and questions.

- **Practice, practice, practice!** You'll have some time in advisory to practice for your conference. But you should also practice on your own. Practice making eye contact with your guests while you speak. Practice speaking in complete sentences. Practice speaking with plenty of expression. Get a friend to listen and ask you questions, and practice answering them.
- **Dress and behave appropriately.** Plan to wear business or dress clothes to your conference. You want to look and act like a professional!
- **Be prompt and prepared.** Make sure you arrive on time for your conference, and make sure you have all the materials you need (your portfolio, notes, slide show, etc.) with you. Remind your guests of the time and place for your conference the day before.
- **Be polite.** Start your conference by introducing your guests to your advisor. End your conference by thanking them for taking the time to attend.
- **Be passionate.** This conference is your chance to share who you are – and what you want to get out of school – with your advisor and your guests. Don't just talk in a monotone or shuffle through your portfolio. Instead, make the most of this opportunity!
- **Reflect on your conference.** After your conference, complete the performance rubric on the last page of this handout. As you complete it, think about how you did... and how you can improve next year.

HOW SHOULD YOU ORGANIZE YOUR STUDENT-LED CONFERENCE?

Here's a sample outline for a student-led conference. **You don't need to cover every point in this outline.** Instead, use it as a guide. Take notes on the next page.

Remember, you'll have about 15 minutes for your conference. Plan to speak for 10-12 minutes and leave the rest of the time for introductions and questions.

INTRODUCE YOUR GUESTS

- Introduce your parents, guardians, or other guests to your advisor.
- Thank everyone for attending.

EXPLAIN THE PURPOSE OF THE CONFERENCE

- Explain that the purpose of the conference is to answer three questions for your guests:
 - **What have I accomplished in school this year?**
 - **What do I hope to do in the future?**
 - **Who am I?**

ACADEMIC DEVELOPMENT (*What have I accomplished in school this year?*)

- Discuss your classes and teachers (don't forget to share work from your portfolio!).
 - Which classes have you enjoyed most? Why?
 - Which classes have been the most challenging?
- Explain your plans to improve academically (share your Academic Improvement Plan).
- Discuss the classes you plan to take next year and what you need to do to graduate.
 - Why do you want to take these classes?
 - How will your electives prepare you for life after high school?
- Share your course registration form for next year (*optional, if you have one already*).

CAREER DEVELOPMENT (*What do I hope to do in the future?*)

- Share your dreams for the future: what do you want to do after high school?
- Explain what you've learned about preparing for life after high school.
- Discuss your interests and aptitudes (from career or interest surveys you've completed).

PERSONAL and SOCIAL DEVELOPMENT (*Who am I?*)

- Discuss what's most important to you:
 - The activities you do in your free time.
 - The activities you're involved in at school. (Which activities? Why?)
 - Your contributions to the larger community (Community Service).
- Explain what makes you unique.

ASK YOUR GUESTS IF THEY HAVE QUESTIONS FOR YOU

- Listen carefully to their questions.
- Answer respectfully and as completely as you can.

THANK YOUR GUESTS FOR ATTENDING YOUR CONFERENCE

PLAN YOUR STUDENT-LED CONFERENCE

Use the outline on the previous page as your guide. Take notes below to create an outline for your conference. Remember that you don't need to cover every point.

Topic Area	<i>What should I say?</i>	What I can show from my portfolio to back up what I'm saying
<p>ACADEMIC DEVELOPMENT</p> <p><i>What have I accomplished in school this year?</i></p>		
<p>CAREER DEVELOPMENT</p> <p><i>What do I want to do in the future?</i></p>		
<p>PERSONAL And SOCIAL DEVELOPMENT</p> <p><i>Who am I?</i></p>		

PLAN YOUR STUDENT-LED CONFERENCE

Use the outline on the previous page as your guide. Take notes below to create an outline for your conference. Remember that you don't need to cover every point.

Topic Area	☐ <i>What should I say?</i>	What I can show from my portfolio to back up what I'm saying
<p>ACADEMIC DEVELOPMENT</p> <p>☐</p> <p><i>What have I accomplished in school this year?</i></p>	<ol style="list-style-type: none"> 1. Spanish 3, Ms. Perry (enjoy) Chemistry, Mr. Champoux (challenging) Art, Mr. Wood (dread) English, Dr. Dunn (challenging) US History, Mr. Anderson (OK) Pre-Calculus, Mr Otteson (enjoy) 2. Academic Improvement Plan 3. Next year's schedule Spanish IV Calculus A. P. English Annual/Graphic Design Physics CWH 4. Electives: Spanish and Science 	<ol style="list-style-type: none"> 5. 4 Year and Beyond Plan 6. Progress Reports 7. Transcript and Transcript Evaluation Form 8. PSAT/SAT Results 9. Iowa Development Test Scores 10. Examples of Best Work
<p>CAREER DEVELOPMENT</p> <p>☐</p> <p><i>What do I want to do in the future?</i></p>	<p>Dream Job: Food Scientist</p> <p>Interests</p> <ul style="list-style-type: none"> science math food service <p>colleges</p> <ul style="list-style-type: none"> University of Idaho Oregon State University Washington State University 	<ul style="list-style-type: none"> 4 Year and Beyond Plan Career Goal Plan Worksheet “Where Are Your Going” Worksheets and Questionares Post Secondary Comparison Chart Examples of Best Work
<p>PERSONAL And SOCIAL DEVELOPMENT</p> <p><i>Who am I?</i></p>	<ul style="list-style-type: none"> ● Activities: Pilates and golf ● Clubs: NHS, Community Service SADD Foreign Language Club Knowledge Bowl, get smarter! Science Club ● Community Service Volunteering at Arcadia NHS activities 	<ul style="list-style-type: none"> ● Setting Goals Worksheet ● Examples of Best Work

HOW WILL YOU DO?

Use this rubric as a guide as you practice. Then, reflect on how you did. **Please complete this rubric IMMEDIATELY AFTER your conference by checking off how well you think you did in each area.**

STUDENT-LED CONFERENCE PRESENTATION RUBRIC

<p>PREPAREDNESS:</p> <p>Your work ahead of time to organize your presentation and materials for the conference</p>	<p>EXCELLENT <input type="checkbox"/></p> <p>I was well prepared with materials and notes, and followed a clear and well organized outline. My presentation clearly answered the three questions I was given.</p>	<p>GOOD <input type="checkbox"/></p> <p>I was reasonably well prepared and had an outline for the presentation, although I might not always have followed it. My presentation answered the three questions.</p>	<p>ADEQUATE <input type="checkbox"/></p> <p>I brought my portfolio but I did not organize the material for a presentation. I used an outline but it was not always clear. I answered the three questions I was given.</p>	<p>BELOW STANDARD <input type="checkbox"/></p> <p>I forgot my portfolio or did not organize it. I did not feel I was prepared to present. I didn't do a good job answering the three questions I was given.</p>
<p>PRESENTATION:</p> <p>Your skill in addressing your guests.</p>	<p>EXCELLENT <input type="checkbox"/></p> <p>I made a personal connection with my advisor and guests and addressed my presentation to them. I spoke in complete sentences and moved smoothly between one topic and another. I used props and materials skillfully.</p>	<p>GOOD <input type="checkbox"/></p> <p>I made a personal connection with my advisor and guests. I generally spoke in complete sentences and mostly moved smoothly between one topic and another. I used props and materials to help the presentation.</p>	<p>ADEQUATE <input type="checkbox"/></p> <p>I made a personal connection with my advisor and guests. I tried to speak in complete sentences and to move smoothly between one topic and another. I used props and materials but could have used them better.</p>	<p>BELOW STANDARD <input type="checkbox"/></p> <p>My remarks were not specifically directed at my guests. I do not think I spoke clearly or fluently. I either didn't use props or didn't connect them to my presentation.</p>
<p>CLARITY:</p> <p>Your skill in explaining yourself, your accomplishments, and your goals for the future.</p>	<p>EXCELLENT <input type="checkbox"/></p> <p>I clearly explained my interests and how those interests relate to my work in school. My guests could clearly understand my goals and plans for the future.</p>	<p>GOOD <input type="checkbox"/></p> <p>I explained my interests and how those interests relate to my work in school. My guests could understand my goals and plans for the future.</p>	<p>ADEQUATE <input type="checkbox"/></p> <p>I explained my interests, though might not have been clear about how those interests relate to my schoolwork. My guests may have had to ask questions to learn about my goals and plans.</p>	<p>BELOW STANDARD <input type="checkbox"/></p> <p>I didn't explain my interests or how they relate to what I want to achieve in school. My guests probably didn't understand my goals and plans for the future after hearing my presentation.</p>
<p>COMPREHENSION:</p> <p>Your demonstrated understanding of the goals of the student led conference.</p>	<p>EXCELLENT <input type="checkbox"/></p> <p>I showed that I clearly understood the goals of the student-led conference. After my presentation, my guests understood the goals of the conference as well.</p>	<p>GOOD <input type="checkbox"/></p> <p>I showed that I understood the goals of the student-led conference. After my presentation, my guests understood the goals of the conference as well.</p>	<p>ADEQUATE <input type="checkbox"/></p> <p>I showed an understanding of the goals of the student led conference, but only in response to questions from my guests.</p>	<p>BELOW STANDARD <input type="checkbox"/></p> <p>I didn't understand the goals of the conference and wasn't able to explain them to my guests.</p>