



LESSON PLAN

GRADE: 10

MEETING: 8 (50 minute meeting)

DATE: February 18, 2010

THEME: Preparing for the SLC

NAVIGATION 101:

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

Announcements:

- Student Led Conference days are **March 24 & 25**.
- **Schedule forms** (received today) are to be **return by**
- **March 4**.

Lesson Goals:

- Get re-acquainted with the SLC process.
- Begin planning the details of the SLC.

MATERIALS NEEDED:

- *Student portfolios*. Students will need access to their portfolios at each Advisory session.
- *Four Year Flow Chart* (in portfolio-5copies for advisor)
- *Card catalog cards* for use as note cards. (one set per student)
- *Planning Your Student Led Conference Handout* (1 per student)
- *Advisory Program Goals* (1 per advisor)
- *Teacher SLC Schedules Sheets* (one set per advisor)
- *SLC Letter to Parents* (one per student)

CLASSROOM REVIEW:

Transcript Evaluation: Students should have updated their transcript evaluation and understand what classes work for each required credit. They may have to explain this in the SLC.

CLASSROOM ACTIVITY 1:

FOUR YEAR FLOW CHART (5 minutes)

Ask students to update their Four Year plan from Academic Section of their portfolio. Has their career goal changed from last year? Do they want to go to a different school? Add 10th grade classes they are taking to the back of the plan.

CLASSROOM ACTIVITY 2:

DISTRIBUTE AND REVIEW THE PLANNING YOUR STUDENT-LED CONFERENCE HANDOUT (10 minutes)

Before handing out copies of the SLC Planning Handout to the students ask them, "What is the Purpose of Advisory?" and "What is a Student-Led

Conference?" Discuss the SLC experience they had last year. Solicit responses from the students to create a short class discussion. Make sure that by the end of your discussion you have made it clear that the **purpose of an SLC is to cover what the student has accomplished in school this year, discuss future plans and convey who they are.**

Pass out a copy of the handout to each student. Read through and explain each section of the handout asking students questions to check understanding and encouraging questions from students. Make them aware that they **must write a script of their presentation** on page 3 of the handout to receive assignment credit.

WORKING ON THE PLAN (30 Minutes)

- Using the SLC planning handout, students should begin the process of building their presentations. Emphasize the importance of detail, professionalism, and a positive attitude.
- This year **students will stand to give their presentation and use note cards.** As sophomores, turning the pages of their portfolio and trying to remember what they did will not get them a passing grade for the SLC. Notice the instructions are more detailed compared to last year's SLC planning.
- **Distribute the recycled cards to use as note cards.** Students should use the rings they were given last year that should be clipped to their binders. As students finalize their presentations, they should transfer their presentations onto the cards.
- Allow students to work on their plan for about 15 minutes, then show it to a partner and have them critique it.
- Advisors: Check for Work Samples & completed Work Sample Reflection forms -- give them credit in gradebook.

CLASSROOM ACTIVITY 3:

DISTRIBUTE THE SLC LETTER TO PARENTS (3 minutes)

- Hand out the letter to each student. Explain to them that they are to give them to their parents to select the 3 best times for them to attend the SLC. Return page 2 (marked with 3 time choices) to you by March 4.
- Remind students that they should schedule their conference appointments early so that their parents get the time period they want.

Homework:

Bring a **grade printout to the next Advisory** dated March 1 or after. Students must bring a grade printout on March 23 also.

Grading:

- Award 1 point for Participation
- Award 1 point for completed script.

Advisory Program Goals

- To provide students and staff with an opportunity for real and meaningful relationships; to create a facet of a Smaller Learning Community by fostering significant relationships between each student and an adult advisor as most advisors will stay with their advisee group throughout the four years.
- To support students to become educated, productive and responsible; to provide an avenue that encourages student ownership of their high school experience.
- To facilitate high school planning and post-high school planning; to help students connect their interests and abilities to their academic preparation and future endeavors.
- To prepare students for and facilitate student-led conferences; to provide a unique opportunity for students and parents to come together and examine the efforts, progress and accomplishments toward meeting the academic goals of the student.
- To support students with the completion of and, ultimately, the presentation of their portfolio.
- To be a factor in improving student learning as a result of creating a positive environment in which all students feel they belong and have the support necessary to be successful.



HANDOUT

PLANNING YOUR STUDENT LED CONFERENCE

10TH 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:
 - o **What have I accomplished in school this year?** (*Academic Development*)
 - o **What do I hope to do in the future?** (*Career Development*)
 - o **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:
 - o **What have I accomplished in school this year?**
 - o **What do I hope to do in the future?**
 - o **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!).
 - o Which classes have you enjoyed most? Why?
 - o 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.
 - o Why do you want to take these classes?
 - o 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:
 - o The activities you do in your free time.
 - o The activities you're involved in at school. (Which activities? Why?)
 - o 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>		

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>