

Gardner-Webb University

Digital Commons @ Gardner-Webb University

Instructional Modules for Professional learning
Responding to Opportunities and Valuing
Educators (IMPROVE)

College of Education

2021

Student-Led Conferences

Kendra Alston

Tabitha Boyd-Collins

Lucia K. Jacobs

Phyllis Marshall

Follow this and additional works at: <https://digitalcommons.gardner-webb.edu/improve>

Digital Commons is part of the Curriculum and Instruction Commons, and the Teacher Education and Professional Development Commons Network

Logo

Student-Led Conferences Professional Learning Module

Team Members: Kendra Alston, Tabitha Boyd-Collins, Lucia Jacobs, and Phyllis Marshall

PLM Title: Student-Led Conferences

PLM Hours: The module will take 1.5 hours to complete.

PLM Link: <https://sites.google.com/view/studentledconferences/home?authuser=0>

Description: This professional learning module is designed to lead educators through the process of successfully developing and implementing effective student-led conferences to improve student ownership in their learning and to increase family engagement. The goal is to determine what structures need to be in place in classrooms and schools, to define the key components of student-led conferences, and to explain the impact of implementing student-led conferences on the school community and overall school structure. The module presents current research and resources supporting student-led conferences in school. Resources include activities, videos, and assessments. Educators are presented potential barriers to student-led conferences and methods to overcome those barriers.

Subjects Section: student learning, student-led conferences, engage teachers, student ownership, family engagement, empowerment, current practices, parent conferences

Terms of Use: The learning cycle featured in this project is based on the STAR Legacy Cycle developed by the IRIS Center (2013;<http://iris.peabody.vanderbilt.edu/>) and based on the work of Dr. John Branford and colleagues (National Research Council, 2000).

About the Authors:

Kendra Alston

Kendra Alston is a Literacy Facilitator for Charlotte-Mecklenburg Schools. This is her 26th year in education and she is originally from Chapel Hill, North Carolina. Kendra holds a Bachelor's Degree and Two Masters Degrees in education. She received her undergraduate degree from The Winston-Salem State University, and her Master's degrees from Winthrop University and Gardner-Webb University, respectively. Kendra is currently a doctoral candidate and her research interests center around the impact of virtual learning on parent engagement. Kendra is a Nationally Board-Certified Teacher and has successfully coached teachers through the National Board Process. She has trained over 1500 teachers across North Carolina and the surrounding states in the areas of differentiation, rigor, assessments, parental involvement, Socratic Seminar, vocabulary instruction, schema activation, and brain-based learning. Her first book, *Karson Goes to Kindergarten*, was inspired by and written for her beloved son and her second book, *Slime-A-Rella*, is a culturally relevant fairy tale and launched in July of 2020. Kendra currently lives in Charlotte, North Carolina. If you'd like to learn more about the author, you can follow her on Facebook. Just search @Kendraalstontheauthor or www.kendraalston.com

Tabitha Boyd-Collins

Tabitha Boyd-Collins has been in the educational arena for 16 years. She has taught grades 3-5th grade including Gifted & Talented students. Tabitha has served as a mentor, coach, CRT, and Assistant Administrator. She is currently one of the lead presenters for United Way of the Midlands, specializing in reading and math. Tabitha has also worked with Pearson Educational Services writing Praxis testing items for teachers. She is currently a doctoral student at Gardner-Webb University. In her spare time, she enjoys spending time with her two boys, Luke and Kash, and spending time at the beach.

Lucia K. Jacobs

As a veteran educator, Mrs. Lucia K. Jacobs has worked tirelessly as a practitioner and an advocate for professional educators to be the best for the children and students of South Carolina. Mrs. Jacobs holds a Bachelor of Science degree in physics from South Carolina State University, a master's degree in educational leadership from the University of South Carolina, and is currently working towards a Doctorate in Curriculum and Instruction from Gardner-Webb University and National Certification as a Board Certified Behavior Analyst (BCBA) from the University of South Carolina - Columbia. Mrs. Jacobs has many years of experience as a secondary school administrator, program coordinator/manager, professional development presenter, teacher evaluator, 21st Century grant director and after-school program director, college adjunct professor and mentor. Her expertise is in behavior analysis, classroom management, teaching and assessing for learning and using results for continuous improvement. Mrs. Jacobs frequently consults with college and university educational professionals in growing and developing new teachers. Currently, Mrs. Jacobs is an educator in Lexington Richland School District Five and an Adjunct Associate Professor at Grand Canyon University.

Phyllis Marshall

Phyllis Marshall is a doctoral candidate at Gardner-Webb University located in Boiling Springs, North Carolina. Her research interests focus on the impact a Spanish Immersion Program has on the academic achievement of African American third grade students compared to the academic achievement of African American third grade students in a non-immersion classroom in the content areas of reading and math. Phyllis earned her Bachelor of Science degree in Elementary Education from High Point University and her master's degree in Elementary Education from Gardner-Webb University. She has twenty-seven years of experience in education serving as a teacher assistant, Bridges to Success Youth Development Coordinator, general education teacher. Currently, she is the Spanish Immersion English Reading teacher in North Carolina. In addition to her academic work, Phyllis enjoys spending time with family and friends exploring different vacation spots.

References

Benefits of Student-Led Conferences. TeachHUB. (2020, October 1).

<https://www.teachhub.com/classroom-management/2020/10/benefits-of-student-led-conferences/>.

Fung, J. (n.d.). *A Step-by-Step Plan for Elementary Level Student-Led Conferences*. Teaching Channel.

https://www.teachingchannel.com/blog/student-led-conferences?gclid=CjwKCAjwruSHBhAtEiwA_qCp8Ch-9Qii0W4zHe0UU5Ut4alhF2CxK7vovC0aN_ZKiD3IUnPT9c2RoCa-4QAvD_BwE.

Game, P. (n.d.). *4 Ways Student-Led Conferences Can Impact Your School*. Prodigy Education.

<https://www.prodigygame.com/main-en/blog/student-led-conferences/>.

Hawbker, B. W. (2007, May). *Student-Led IEP Meetings: Planning and Implementation Strategies*.

<https://files.eric.ed.gov/fulltext/EJ967458.pdf>

How Student-Led Conferences Are Impacting Our Schools. Illuminate Education. (2020, January 8).

<https://www.illuminateed.com/blog/2016/07/how-student-led-conferences-are-impacting-our-schools/>.

Kinney, P. (n.d.). *Implementing student-led conferences in your school* [PowerPoint slides].

<http://mlei.pbworks.com/f/SLCPP.pdf>.

Leaders of Their Own Learning: Chapter 5: Student-Led Conferences. Leaders of Their Own Learning:

Chapter 5: Student-Led Conferences | EL Education. (n.d.).

<https://eleducation.org/resources/chapter-5-student-led-conferences>.

Ott, K.(2018, August 13). *Breaking Down 5 Barriers to Student Led IEPs*. Smarter STEPS.

<https://www.smartersteps.com/2016/05/10/breaking-5-barriers-student-led-ieps/>.

Shulkind, S. (2008). *New Conversations: student-led conferences*. *Principal Leadership*, 9(1), 54-

58.

Student-Led Conferences. Scholastic. (n.d.). <https://www.scholastic.com/teachers/articles/teaching-content/student-led-conferences/>.

Resources for Student-Led Conferences

Student-Led Conferences: [Resources for Educators: Student-Led Conferences: Resources for Educators | Edutopia](#)

General Student-Led Conferences Resources: [General Student-Led Conferences Resources | EL Education](#)

Student-Led Conference Resources / [Student-Led Conference Example Video \(cabarrus.k12.nc.us\)](#)

Student-Led Conferences: [Student-Led Conferences | Scholastic](#)

How To Run A Successful Student--Led Conference: [How To Run A Successful Student Led Conference | 3P Learning](#)

Kampen, M. (2020). Prodigy: [4-Ways Student-Led Conferences Can Impact Your School.](#)

Schoolwide Structures for Student-Led Conferences: [Vimeo EL Education Video](#)

7 Things That Happen When Students Own Their Learning:

<https://www.youtube.com/watch?v=N7S9kyk-odA>

Empowering Students with Voice & Choice: <https://spencerauthor.com/empowering-students/>

Facilitating and Promoting Student Engagement: <https://youtu.be/LHSq1fU8p0k>

How Implementing Voice & Choice Can Improve Student Engagement:
<https://michiganvirtual.org/blog/how-implementing-voice-choice-can-improve-student-engagement/>