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INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Street Data* by Shane Safir and Jamila Dugan.

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a broad call to action for small groups of students to take up one of the following charges:

- Design the first week of school around the principle of radical inclusion
- Design an ideal school day that would promote well-being
- Design an equity-centered homework, tech, or attendance policy
- Design a project to highlight your community’s cultural wealth
- Design an antiracist discipline policy

Be sure they have time, ideally a budget, and an authentic audience to present their ideas to.

Student-Led Conferences

Student-led conferences (SLCs) are a final, incredibly potent way to center student voice and share power. While the format may vary, SLCs always put students in the driver’s seat of family-teacher conversations about learning. They create opportunities for students to share, reflect on, and explore evidence of their growth and learning. As such, SLCs are most powerful when tethered to a graduate profile or a performance assessment system, like portfolio defenses, as described in Chapter 6. Figure 8.3 includes a sample student self-assessment rubric and reflection from the middle school network we’ve been following.

FIGURE 8.3 Student Reflection Questions for Student-Led Conferences

Name: _____ Class: _____

After your SLC, think and write about how your conference went.

1. What went well? What I am proud of?

2. What do I want to improve on for next time?

3. Look at your goal sheet. How do you think you will monitor these prior to your next conference?

| HOW DID YOUR SLC GO? IN THE SELF-ASSESSMENT BELOW, CHECK THE BOXES WHERE YOU MET . . . | WOW | GOT IT | NEARLY THERE | OOPS | EXPLAIN WHY YOU GAVE YOURSELF THE RATING. |
|---|-----|--------|--------------|------|---|
| Career and Life Skills | | | | | |
| Managed my time to complete work <input type="checkbox"/> I included all parts of my SLC project. <input type="checkbox"/> I asked for help when I needed it. | | | | | |
| Communicated Clearly <input type="checkbox"/> I spoke proudly. <input type="checkbox"/> I did not read from cards. <input type="checkbox"/> I practiced beforehand. | | | | | |

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| HOW DID YOUR SLC GO? IN THE SELF-ASSESSMENT BELOW, CHECK THE BOXES WHERE YOU MET . . . | WOW | GOT IT | NEARLY THERE | OOPS | EXPLAIN WHY YOU GAVE YOURSELF THE RATING. |
|---|-----|--------|--------------|------|---|
| Sense of Purpose, Sense of Self | | | | | |
| Designed my future <input type="checkbox"/> I identified all my goals (personal and class). | | | | | |
| Used self-reflection <input type="checkbox"/> I identified what challenges I faced. <input type="checkbox"/> I identified successes in my goals. | | | | | |
| Creativity | | | | | |
| Risk taking <input type="checkbox"/> I made choices about what work to share. <input type="checkbox"/> I took risks to be my best. | | | | | |
| Leadership Empathy and Collaboration | | | | | |
| Working collaboratively with others <input type="checkbox"/> I gave and received feedback by practicing with a classmate before my conference. | | | | | |
| Global, Local, and Digital Identity | | | | | |
| Inclusivity <input type="checkbox"/> I thought about how I can connect with people who are different from me. | | | | | |
| Multilingualism <input type="checkbox"/> I said why I did my presentation in the language that I chose. | | | | | |
| Digital <input type="checkbox"/> I talked about how I use technology as part of my learning. | | | | | |
| Content Knowledge | | | | | |
| Think critically <input type="checkbox"/> I thought critically about my work this year. | | | | | |