

PRE-CONFERENCE PLANNER



Student's Name: _____

Conference Date: _____

Student's Strength What strengths will you report?	Student's Needs What needs will you report?
Evidence of Performance What writing samples and assessment records will you present to illustrate the strengths and needs?	
Home /literacy What questions do you have about the student's home practices? <i>Example: What are the student's home literacy skills?</i>	
Teacher's Goals What are your goals for the student?	Parent's Goals What are the parent's goals for the student?
Follow-up How will you follow-up on this conference?	

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Conference Documentation Form	
Student Name: _____	
Date: _____	
Persons in attendance	
Issues discussed	
Suggested actions	Person Responsible
1	1
2	2
3	3
Signature	Title

Sample follow up email:

Dear _____

Thank you so much for attending the conference to discuss **STUDENT'S NAME**'s progress in my (**SUBJECT**) course that was held on (**DATE**).

Not only was it good to meet and speak to you, but I am certain that (**STUDENT'S FIRST NAME**) will really benefit from the cooperation between us.

As a positive reminder to us both, I have taken the liberty of outlining the suggestions made at the conference. Here they are.

- I will...
- You will...
- Student's name will...

(Note if any deadlines or bench marks were set-these dates should be included).

If you have any additional questions or concerns feel free to contact me. Again, thank you for your cooperation and support.

Sincerely,

Sign your name
Provide all contact information

HEFB/KNFB 324 Parent Conference Role Play

1. Groups of 3 (TAMU Student/Parent/Observer)

2. Roles

- a. Observer-evaluates teacher using rubric Name: _____
- b. TAMU student = teacher: Name: _____
- c. Guest= parent= Name: _____

Quality	Excellent	OK	Needs work	Lost it
Body Language	Maintains neutral body position, and is attentive to parent.	Acts friendly, but may not be attentive to parent	Mostly focused on parent, sometimes appears disinterested, does not seem friendly	Inappropriate responses indicating the teacher is closed to the parent perspective. Sighs, hand or facial gestures, crossed arms, assertive actions (moving into personal space or disengaging by moving to far away)
Voice tone	Maintains a calm respectful voice tone throughout interaction	Calm voice tone but occasional elevation of voice to speak above parent	Raises voice to make important points. May use exasperated tone of voice as if talking to a child.	Uses inappropriate tone of voice throughout meeting after the initial greeting
Word choice (jargon)	Uses only language appropriate to adult interaction and communicates respect for parent	Occasionally uses language of parent or child (defensive, blaming etc.)	Frequently uses unacceptable language and takes a defensive approach	Uses curse words in the interaction.
Listening skill	Demonstrates active listening by reflecting back to the parent what has been heard	Active listening skills demonstrated but not throughout the interaction	Seems to miss what the parent is saying and does not reflect back what has been heard	Demonstrates unwillingness to listen and continues to push own ideas.
Finding solution (action plan)	Able to find a mutually acceptable solution including what each party will do to resolve the situation	Able to find a solution but may not get total buy-in from the parent and student	Has difficulty finding an acceptable solution to the problem	Unable to find an acceptable solution to the problem and resorts to sending the problem to the principal.

Record specific examples on the back

Scenarios:****** Role-Play Scenarios *******Team 1 Scenario 1: **** Role-Play Scenarios *****

(Teacher, 6th Grade)-You have noticed that one of the students in the classroom is having trouble with assignments in class and with homework. You are concerned that this student may have a learning disability.

(Parent, Son in 6th Grade)-Your son has always been well-behaved and kind, but has also always been a “C” student. No matter how much he studies, or how much time you spend with him on work, his grades do not improve. Your son has never been evaluated to determine if a learning disability is present.

Team 1 Scenario 2: ** Role-Play Scenarios *****

(1st Grade Teacher)-Student routinely gets up from seat, walks to the front of the classroom to look at the board, and walks back to his desk. This happens several times a day, every day. Student complains that he “can’t see the board.”

(Parent-Son in 1st Grade)-You have a son who you believe is well-behaved. He usually does what he is asked to do. He is intelligent, but his grades are lower than they should be.

TEAM 2 Scenario 1: ** Role-Play Scenarios *****

(Elementary Health Teacher)-You have a student who cannot stop banging on his desk, his chair, tables, or any object with his pencil, pen, or hands. He is constantly banging, singing, humming, or whistling.

(Son, 2nd Grade)-Your son is very energetic, always banging on things or singing or humming. Putting him to bed every night is difficult because he is so energetic.

TEAM 2 Scenario 2: ** Role-Play Scenarios *****

(3rd Grade Teacher)-You have a student who has made inappropriate comments towards another student. Students report feeling bullied by this student. This has happened more than once.

(Step-Parent, Son in 3rd Grade)-Your son has always been well-behaved, and does not use inappropriate language at home.

Team 3 Scenario 1: ** Role-Play Scenarios *****

(4th Grade Teacher)-One of your students asks to go to the bathroom several times a day, almost every day. You want to make sure there aren’t any health problems that need to be addressed.

(Parent, Son in 4th Grade)-Your son is usually well-behaved. Up until this year, he has had every class with his best friend. This year, his best friend is in the class next door. You are unaware of any health problems he may have.

Team 3 Scenario 2: ** Role-Play Scenarios *****

(Teacher 5th Grade)-One of your students always has a cell phone out and is playing with it. The school has a policy about cell phones: if a teacher sees the cell phone out in class without permission the teacher takes the cell phone.

(Parent, Daughter in 5th Grade)-Your daughter has a cell phone. As a parent, you want her to have a cell phone with her at all times in case of emergency.

Team 4 Scenario 2: ** Role-Play Scenarios *****

(Teacher, 10th Grade): One of your students refuses to do work in class. You have had several discussions with the student but he does not change.

(Parent, Son in 10th Grade): Your son does not like going to school, and would rather be anywhere. He often begs his mother to stay at home.

Team 5 Scenario 1: ** Role-Play Scenarios *****

(Middle School Volleyball Coach)-You have a student, a 7th grader, on your volleyball team. However, for the past couple of weeks she has complained of not feeling well and does not want to practice. You are concerned that she either is sick or has lost interest in playing.

(Parent, daughter on Middle School volleyball Team)-Your daughter has always liked volleyball. She is always healthy, and has not been sick in at least 2 years. You are unaware of any problems he is having with volleyball.

Team 6 Scenario 1:

(Teacher, 8th Grade): One of your students has been caught several times with his cell phone sending text messages to other students. The school has a policy about cell phones: if a student pulls out a cell phone during class they are to take the cell phone until the end of the school day. Repeated offenses send a student to in-school suspension.

(Grandparent, grandson in 8th Grade): Your son has a cell phone because you want him to have one in case of emergencies. You are unaware that he is playing with it in class, but you wonder why it would be such a problem.

Team 6 Scenario 2: ** Role-Play Scenarios *****

(7th Grade PE Teacher)-Student refuses to participate in PE and would rather sit and do nothing. This happens almost daily.

(Parent)-You have a son who does not like participating in PE. He appears to be healthy.

Team 7 Scenario 1: ** Role-Play Scenarios *****

(Teacher, 11th Grade): One of your students repeatedly tries to be argumentative with you, and he is disrespectful. He is constantly testing you and taking time away from instruction.

(Parent, Son in 11th Grade): You have a son in 11th grade that is very opinionated. In fact, he believes he is always correct, and will argue until he gets his way. While he still likes to argue, you have taught him to be respectful to you and has father.

Team 8 Scenario 1: ** Role-Play Scenarios *****

(11th grade science Teacher)-You have a student who talks a lot, and who routinely talks when you are talking. No matter how many times you say something to her or discipline her, she just keeps talking. She is not a trouble-maker, she just likes to talk.

(Parent, Daughter in 11th Grade)-Your daughter is a sweet girl, kind to everyone. But she loves to talk. You consider her a social butterfly.

Team 8 Scenario 2: ** Role-Play Scenarios *****

(High School Softball Coach)-You have a student who is a good player, but who has gotten into several heated arguments other players and with one of the coaches. You are concerned about her well-being.

(Parent, Daughter on High School Softball Team)-Your daughter is on the high school softball team. She has a problem with authority figures, and prefers to do things her way.

Team 9 Scenario 1: ** Role-Play Scenarios *****

(Teacher, 6th Grade): One of your students never turns in homework. She always says that she “lost it” or “someone took it.”

(Parent, Daughter in 6th Grade): You are both amazed and concerned that your daughter never has homework. You wonder, “what is that teacher doing in that class if they don’t have any homework?” Whenever you ask your daughter if she has any homework she says “no, I did it all at school.”

Team 9 Scenario 2: ** Role-Play Scenarios *****

Charles Williams (Teacher, 9th Grade) One of your students constantly bullies another student in class. You have discipline him several times, but the behavior has continued. The student is in danger of being suspended from school

Blaine Stokes (Parent, Son in 9th Grade) Your son has always been active, and in the “middle of the action.” Sure, your son has gotten into fights before, but you’ve always thought that it was just “boys being boys.” You don’t really see anything wrong.

Team 11 Scenario 1** Role-Play Scenarios *****

(Teacher history grades 9-12) You have a student who is very disinterested in your course work. He frequently attempts to sleep in class, partially or rarely completes his home or daily work assignments. He is a very bright student who makes A’s on his exams. The poor performance on daily work, unfortunately, is risking the chances that he will pass your class. There is definitely in disconnect between the homework grades and the exam scores.

Parent, son 11th grade Your son is an average student who makes mostly B’s. He does not dislike school, but often complains that the “stuff we do we will never use”

Team 11 Scenario 2** Role-Play Scenarios *****

(Teacher Science grades 9-12) You have a student who takes notes, participates in class and is doing fine on daily work. This student has unfortunately failed the last 2 exams which are 30% of his course grade. There is definitely in disconnect between the homework grades and the exam scores.

(Parent, step- daughter 10th Grade) Your step-daughter is a good natured likeable girl who likes to go with the flow. She prefers to stay under the radar and does not like confrontation. You suspect she has extreme test anxiety because she has struggled with exams since middle school.

Team 4 Scenario 1: ** Role-Play Scenarios *****

(Teacher, 1st Grade)-One of your students has been caught several times passing notes to other students in class while the teacher is teaching. The notes are usually about what they are going to do after school, and in instance a note mentioned something negative about the teacher.

(Parent, Daughter in 1st Grade): Your daughter and her best friend are in the same class at school. They spend much of their time together after school as well. You are unaware of any problems at school.

Team 7 Scenario 2: ** Role-Play Scenarios *****

(Collaborative Special Education Teacher, Kindergarten) One of the students in your class walks to the front of the room several times a day to look at the board. It appears that he may need glasses, or may be legally blind.

(Parent, Son in Kindergarten) Your son always sits in front of the television and complains that he cannot see when you make him move back. You are unaware that he is having problems at school.

Team 5 Scenario 2: ** Role-Play Scenarios *****

(High School Tennis Coach)-You have a student who is a good player, but who has gotten into several heated arguments with one of the coaches. You are concerned about his well-being.

(Parent, Son on High School Tennis Team)-Your son is on the high school tennis team. He has a problem with authority figures, and prefers to do things his way.

NO

Team 10 Scenario 1: ** Role-Play Scenarios *****

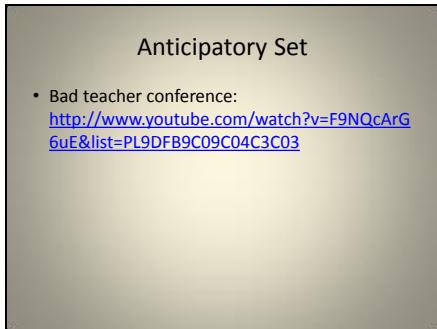
(Teacher, 8^h Grade) One of your students has routinely ignored the school dress code. He does not like to tuck his shirt in, and complains when he is corrected. He is close to being suspended because he has so many violations.

(Son in 8th Grade) Your son always wears the right clothes according to the dress code, and when you drop him off he always has his shirt tucked in. You aren't aware of any problem.

Slide 1



Slide 2



Slide 3

Scenario

- Student fails PE due to non participation
 - Does not dress out, unwilling to participate, disrupts the class by making comments when the teacher is talking.
- Parent was notified at the mid point of the term regarding the failing grade
- Parent is angry about report card grade since this grade will prevent the student from being on the honor roll. He thinks it unfair that a PE grade could prevent his daughter from being a straight A student.
- Parent asks for a meeting.



Slide 4

Parent Conference

**The
Invitation**



Prepare a send-home that invites parents to meet with you, states the purpose of the conference, and lists potential times, including both afternoon and evening slots. Have parents call or send a note to reserve a time slot. **Note:** When divorced parents share custody, don't forget to invite both.

Slide 5

Prior to and at Conference



Slide 6

Prior to meeting with parents

- Conference Planner
<http://www.learner.org/workshops/readingk2/pdf/session8/s8planner.pdf>
- Our sample is modified from this source

1. Prepare an agenda that you share with parents before the conference. Include such topics as your general impression of the child, his or her progress in each academic area, standardized test scores, your goals for the child in each content area, and strategies you will use to meet goals.

Slide 7



Slide 8

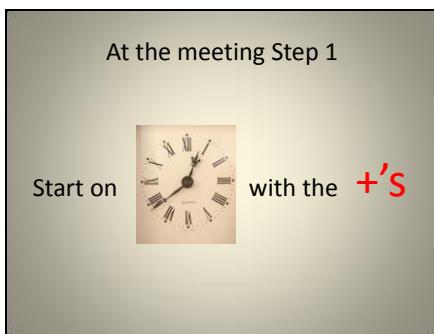
Environment

- Greeting
- Seating arrangement/
Furniture
- Note taking Agenda



2. Try making the conference area as comfortable as possible.
 - adult-sized chairs, soft, relaxing music, and refreshments put parents at ease.
 - greet parents at the door and sit with them at a table or in chairs facing each other. (Never put the teacher's desk between yourself and parents.)
 - provide paper and pens, parents can take notes to follow up on at home.
 - make sure you have a few activities for the younger siblings who invariably tag along.
 - CONFERENCE in PROGRESS sign

Slide 9



(parents want to know that their child is loveable and capable)

Focus your comments and efforts only on things that can be changed.

Limit the number of suggestions for improvements so that parents are not overwhelmed.

Speak plainly and avoid jargon and euphemistic language.

Be tactful, but not so tactful that you don't adequately communicate the problem.

Ask for and listen to parents' reactions.

Slide 10

Document used during the conference

Conference Documentation Form	
Student Name: _____	
Date: _____	
Persons in attendance	
Issues discussed	
Suggested actions	Person Responsible
1	1
2	2
3	3
Signature	Title

Slide 11



Slide 12

Show Successes

Work Samples
+ & -



Slide 13

Challenges

- State specific difficulty



Slide 14

At The Meeting

Discuss & Record (Conference Documentation Form)

- Your GOALS (pre-conference planner)
- Parents GOALS/CONCERNS/PERSPECTIVE (record it)
 - Use reflective "active" listening
 - Acknowledge what they are saying
 - » =restate/summarize
 - Asks questions (past success)

(parents want to know that their child is loveable and capable)

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Slide 15

ACTION PLAN

ACTIONS

- 2-3 immediate goals with specifics w/suggestions for
 - parent can do
 - you can do
 - child can do
- Completion targets
- Resources



Provide parents with take home of websites or other resources

Slide 16

Follow up

—Send email:

- summarizing the outcome of the conference/notes

—Follow up with action plans and due dates

Slide 17

Follow up-Email sample

Dear [REDACTED],

Thank you so much for attending the conference to discuss STUDENT'S NAME's progress in my [SUBJECT] course that was held on [DATE]. Not only was it good to meet and speak to you, but I am certain that [STUDENT'S FIRST NAME] will really benefit from the cooperation between us.

As a positive reminder to us both, I have taken the liberty of outlining the suggestions made at the conference. Here they are:

- I will...
- You will...
- Student's name will...

(Note: If any deadlines or bench marks were set-these dates should be included).

If you have any additional questions or concerns feel free to contact me. Again, thank you for your cooperation and support.

Sincerely,
[REDACTED]
[REDACTED]

Slide 18

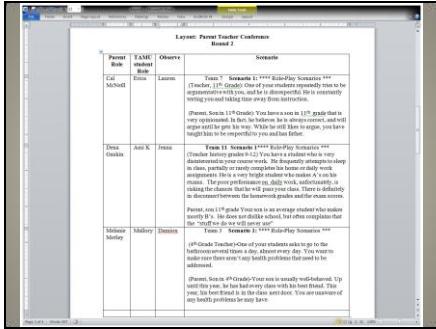
Reminder: Teacher Behavior

- Introduce yourself
- Refer to parents as Mr./Ms. (unless otherwise requested)
- Body Language
- Be friendly
- Inform
- Stick to the facts
- Watch your tone
- Word choice

Find out what the parents want to be called by you. Mr. and Mrs? Or first names

Smile, maintain a warm and even affectionate expression and demeanor.

Slide 19



Slide 20

