

## Induction/Mentor Program Meeting October 12, 2023

1. Welcome and thanks for your support - Successes & Challenges with students
2. Danielson Framework
3. Classroom Environment – Domain 2
  - a. Danielson 2D – Supporting Positive Student Behavior
  - b. “What’s a teacher to do?”
  - c. Articles on IMP website
  - d. Line of sight, Use of clipboard, Limit free time for students
  - e. Rules/Consequences/Restorative Practices/Rewards posted, refer to them
  - f. Create a positive classroom culture – ASCD article
  - g. Points of Connection - Zaretta Hammond (Chapter 5)
4. Grading - At least two, preannounced graded assignments per week, per subject
5. Parent/Teacher Conferences – Domain 4
  - a. Danielson 4c – Engaging Families & Communities
  - b. Friday, November 3<sup>rd</sup>
  - c. Preparation, documentation, forms, and articles on IMP website
  - d. The “sandwich,” be careful what you promise, choosing your words
  - e. Take notes at conference – forms on IMP website or create your own
  - f. Role-play parent interactions with your mentor
  - g. Mentor/Protégé Conference Notes
6. Teacher Evaluation Plan
  - a. Using Frontline Technologies
  - b. Administrator driven, timeline, forms on FT, use “?” icon for tutorial
  - c. Consider sharing preparation/results with your mentor & be sure to implement ideas from your administrator
  - d. Danielson artifacts for Domains 1 & 4, some examples in teacher evaluation plan
7. Portfolios – October activities
  - a. Year 1: Observations, Co-teaching & Coordinator Observation
  - b. Year 2: Assessing Student Work
  - c. Mentor portfolios due October 17<sup>th</sup>
  - d. All submissions should be done through Microsoft TEAMS or by sending a pdf file of the activity via email

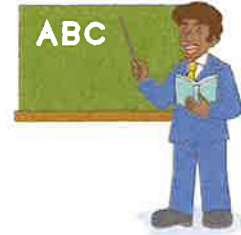
8. Absences
  - a. Follow procedure using AESOP – may enter earlier than day before
  - b. Substitute Folder (class list & lesson plans, ideas on IMP website from September)
9. Halloween – Don't go there. Celebrate the seasons!
10. Workshops – Watch your email/ Stafford Loan Forgiveness Program, other
11. **The Board Meeting is Tuesday, October 24<sup>th</sup> at 6:00 pm.** You will receive an invitation from the superintendent to attend beginning at 5:45. First year protégés should plan to attend in-person. Please check in with me when you arrive.
12. Workshop evaluation, professional development hours, and timesheets

Indicators: IF05, IF08, IIIA06

# Classroom Successes and Challenges

## Teaching Procedures and Routines

Successes



Challenges

## Getting to Know Your Students

Successes



Challenges



In order for learning to occur and for students to feel safe and valued, teachers must attend to supporting a climate of respectful behavior in ways that affirm the dignity of each student. Learning is not supported in an environment characterized by disengagement, apathy, resistance, or bullying. At the same time, the aim of the effective teacher is not to control students or use authority or punitive approaches to eliminate “misbehavior,” but rather to support motivation, compassion, and other positive behaviors within the classroom. Purposeful classroom rules and norms – alongside engaging instruction – combine to support an optimal learning environment that allows students to grow and thrive.

Classrooms, no matter what form they take, are crowded and busy places. Successful learning environments have established expectations to support the common good that are culturally responsive and reflect shared norms and values. Within these environments, it is the teacher’s responsibility to support students by modeling and teaching habits of character (such as compassion and respect) that lead to high-quality learning environments and ultimately help students to act ethically in a variety of settings. Excellent teachers do not simply dictate and then reinforce positive behavior; they work with students to promote them by encouraging self-monitoring, reflection, and collective responsibility.

While ground rules for expected behavior are important, teachers who excel in “classroom management” focus on fostering positive behavior that ultimately results in purposeful selfmanagement as students develop the dispositions and traits they need to make good choices and successfully navigate a variety of contexts. They help students develop and maintain shared norms and expectations, provide opportunities for students to reflect on their interactions with one another, and approach student behavior with community-mindedness—the idea that building a better classroom community is a shared endeavor.

#### **Expectations for the Learning Community**

Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

#### **Modeling and Teaching Habits of Character**

Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

#### **Self-Monitoring and Collective Responsibility**

Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

Unsatisfactory	Basic	Proficient	Distinguished
There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
<b>Expectations for the Learning Community</b>			
The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
<b>Modeling and Teaching Habits of Character</b>			
The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
<b>Self-Monitoring and Collective Responsibility</b>			
Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

“What’s a Teacher to Do?”

A. The students in Mr. Long’s class are usually pretty quiet with the exception of Marcus, who blurts out comments constantly during instruction. Other students are entertained and get off task. What should Mr. Long do?

B. This morning several students slammed their lockers closed. Mr. Rich sees Sarah and says, “Sarah, don’t slam the locker.” Sarah sarcastically yells, “I’m not the only one who slammed the locker.” She then continues a word-for-word debate. What should Mr. Rich do?

C. Today, while working in cooperative groups, Ms. Freeze has redirected Tim to keep him on task. As she turns to another group, some students say, “Ooooooo!” She turns to ask what happened and the students tell her that Tim gave her the finger. She asks Tim, who admits he did. What should Ms. Freeze do?

D. A student in Ms. Fall’s class, Leaf, is continually disrupting the class. Ms. Fall finds herself correcting Leaf’s behavior seemingly ever five minutes. Ms. Fall has contacted Leaf’s mom, Mrs. Tree, to inform her of the situation. Mrs. Tree has been supportive on the phone. She has promised to speak with her son and that his behavior would change for the better. Leaf has done numerous writing assignments and served detention for his behavior, however he is still disrupting Ms. Fall’s class. Today is no exception. What should Ms. Fall do?

E. Today, at dismissal, a loud noise comes from the hallway. Mr. Rosey is in the hallway with his class and Mrs. Focus in her room with her students. From her room, she can see two boys are pushing and shoving each other, apparently fighting with each other in the hallway. What should Mrs. Focus do?

## ASCD Community

### Create a Positive School Culture



School culture may seem like an intangible, amorphous concept, yet it affects everything that happens in your school every day. It can determine whether or not a student picks up litter, returns a library book on time, or chooses fast food instead of the school's salad bar. It influences whether or not a student prepares for an upcoming biology quiz, joins an extracurricular organization, or

attends an extra support session after school. A school's culture may appear too ubiquitous to define clearly, too pervasive to grasp fully, and too complex to evaluate, but it's too important to ignore.

A school's culture is a combination of countless attributes that create the school's "experience." It is largely defined by what is important to the student body. It encompasses their principles, outlook, and behaviors. It includes the traditions of the school, what and how the school celebrates, and what is accepted by the majority as the norm. It influences all aspects of student life within the school community, including the character of individual students as well as the social and academic components of school life.

All too often, school culture is left to develop on its own. The students determine among themselves what's important and what's not. School rules affect it, but culture can also be purposefully crafted, influenced, and improved upon through the efforts of staff members.

If your school culture needs improvement, there are certain steps you should take. Changing the culture of a school requires a sustained effort. After identifying areas for improvement, teachers must find ways to influence thought patterns, decision making, and habits by creating or strengthening choices for students to make. They must repeatedly put positive choices before students; eventually students will begin to embrace these new ideas, and the culture of the school will evolve.

In an effort to create more positive, helpful, and cooperative students, schools can increase opportunities for students to serve others. Try adding community service opportunities (or even requirements) to certain classes, programs, or athletic activities. You could organize a blood drive during the school day, hold a food and clothing drive for local families in need, or host a weeklong awareness event for a deserving nonprofit organization.

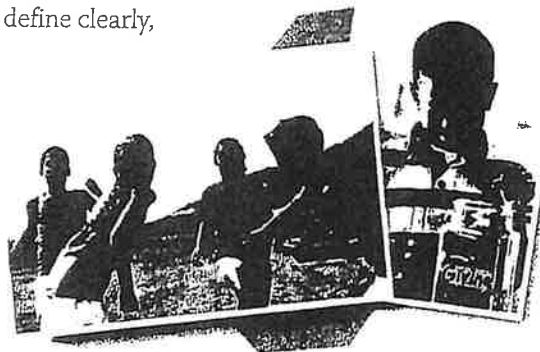
There are also ways to create a kinder culture. Create a student group focused on tolerance. Develop a Random Acts of Kindness Week. Organize a "Mix It Up Day" to encourage students to sit with new people at lunch.

Celebrate the diversity found within your school through displays of fashion, music, art, or dance. Add elements of fun or humor to school assemblies to lighten the mood and put smiles on faces. You could even host a student-teacher talent show. Remind students and staff that you're all in this together, so you should enjoy one another's company!

You can also influence academic attitudes and habits to improve the school's culture. Successful students can mentor freshmen that need extra support during a weekly check-in. Host a study party before midterms where students can prepare for exams in a relaxed but productive atmosphere, or organize a workshop to teach kids effective note-taking and organizational skills. Develop a system of interventions that can become part of the natural progression of the school day for students who require extra assistance. Coaches can create team study halls to stress the point that academics come first. You can also institute recognition systems that celebrate students who are improving as well as the best-performing students.

School culture can encourage or inhibit active students; it can make a student feel welcome or intimidated; and it can encourage or quash academic motivation. As teachers, we have the opportunity to foster positive changes to the everyday experience in our schools. Investing time in improving school culture is worth the effort.

*Brad Kuntz teaches Spanish and environmental leadership at Gladstone High School in Gladstone, Ore., and is a 2011 winner of ASCD's Outstanding Young Educator Award.*





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## Your Three Feet of Influence

by Sharon Salzberg (@SharonSalzberg), Columnist

When I ask myself or workshop attendees to name what each values most, people commonly say things like fairness, honesty, generosity, honor, and compassion. I often feel they say them almost wistfully, as if they exist in their imagination or in some world to come. Yet the world we can most try to affect is the one immediately around us. I've come to see that we will feel happier and more secure if we try, to the extent that we are able, to bring fairness, generosity, and kindness into our dealings with others.

My friend's son Frank tried to put this idea into practice during his daily commute on the New York City subway, a place where he often encountered people who, like him, were frazzled and quick to speak sharply to each other. He'd often ended up responding that way too, and he wanted to stop, to not spread the things that were upsetting him to strangers who, he thought, had their own lives to worry about.

As he went down the stairs and through the turnstile he thought about what he was bringing into the station with him that morning. He'd had a fight with his girlfriend, and he faced a difficult meeting when he got to work. Also his back was hurting again, and his steps were jagged. Along with his anxiety about the morning news, he recognized how cranky he was and that he was he was spoiling for a fight to let some of this loose. As it turns out, he was also bringing a book he was reading, one I'd written, *Lovingkindness*.

There were big crowds on the platform. There had been some snafu, and three packed trains passed his station without stopping, to the jeers of the others on the platform. He was angry that, through no fault of his own, he would be late to work.

Finally a train stopped. When he maneuvered through the crowd at the door, he saw it was packed with rowdy middle schoolers on a field trip. They were boisterous and physical. He turned up the volume on his headphones to drown them out.

At the next stop a woman holding two heavy bags in one hand and a child's hand in the other pulled the little girl through the crowd to the pole where Frank was standing. Immediately she berated him, saying he was taking up too much space, his big hand was blocking out too much of the pole, and how did he expect her little girl to get a grip?

Frank wanted to bark back at her, but instead he paused to take her in. Likely she would be even later to work than he. She had to drop this child off at school or day care. Literally she was carrying a heavy burden, two of them, and objectively this transit situation was frustrating them all. "You know, you're right," Frank said, moving his hand higher. "Sorry about that." One of the students careened into Frank from behind, right at the tender spot in his back. Again his first impulse was to yell at the boy, tell him to watch where he was going. Frank looked at him before he spoke and saw genuine concern in the boy's face when Frank winced from the pain in his back.



“Hey, buddy, slow down,” Frank told the boy with a smile. “This train is crowded.”

“Sorry, sorry, sorry. What’s the book you’re reading?” the boy asked.

“It’s a book about how to be kinder to each other,” Frank said.

“They write books about stuff like that?” the boy said, and turned back to his friends.

Think of the difference if Frank acted on his first impulse. He’d be glowering at the woman and child, and likely the woman would be staring at him with the same fury while the child looked confused and frightened. He would have made the boy feel guilty and clumsy. Instead the space around Frank was calmer because he’d paused before adding to the friction. He had done his part not to enhance the misery in the three feet around his body that were his to influence.

Few people are powerful enough, persuasive, persistent, consistent, and charismatic enough to change the world all at once, but everyone has the ability to affect the three feet around them by behaving more ethically, honestly, and compassionately toward those they meet. Just picture it: If more people acted from this space of love, there would be more and more terrain covered.

Yes, it may be tough to hold to these values when you may feel them under threat. Close quarters, like a crowded space, automatically engage our defenses. When someone breaches that imaginary boundary; our first reaction is to push back without pausing for a moment to examine the nature of the intrusion. Is it an act of aggression, someone who wants to harm us? Or is it a reflexive rebuke, like the woman at the subway pole, who was more frustrated than she was menacing? Or is it, as it was with the young boy, just clumsiness? When we consider the three feet of space around us as our canvas, we can more and more make those assessments and act creatively in a way that deescalates conflict.

None of us can do this perfectly. Sometimes you are the one who is the aggressor because the unfolding of your day, or year, has you the one feeling you are alone. Committing to speaking truthfully and without the intention to do harm, to listening carefully to what others have to say and to remembering that all of us are struggling to make sense of a changing world, will allow us to stand strong amid the chaos. You cannot control the world, the country, your town, the mood swings of those you love, but you can try to create around you a little bit of space that is all your own, a place where the rules of interaction you’ve chosen make sense and your actions have integrity.

We can be the kind of people who lead with their hearts and behave to those around them in an ethical, honest, and kindly manner that creates for those who enter that three feet around us a feeling of peace that also serves to steady the self.



Trust Generator	Defined as	Looks like	Story to make a Connection
<b>Selective Vulnerability</b>	People respect and connect with people who share their own non-perfect, human, vulnerable moments.	<ul style="list-style-type: none"> <li>• Information shared is selective and appropriate</li> <li>• Sharing a challenge you once had as a student</li> <li>• Sharing new skills you are learning and what is hard about it</li> </ul>	
<b>Familiarity</b>	People develop a sense of familiarity with someone they see regularly in a particular setting.	<ul style="list-style-type: none"> <li>• Crossing paths with a student during recess/lunch</li> <li>• Bumping into families at a community event/in public</li> </ul>	
<b>Similarity of Interests</b>	People create a bond/point of connection with people who share similar likes, dislikes, hobbies beyond any obvious race, class, or linguistic differences.	<ul style="list-style-type: none"> <li>• Sharing hobbies, sports, social causes, or student's interests</li> </ul>	
<b>Concern</b>	People connect when concern is shown for issues/event important to one another.	<ul style="list-style-type: none"> <li>• Remembering details of a student's life</li> <li>• Asking follow-up questions about recent events</li> </ul>	
<b>Competence</b>	People tend to trust people who demonstrate skill/knowledge and willingness to help/support them.	<ul style="list-style-type: none"> <li>• Trusting the teacher when ability to teach effectively is demonstrated</li> <li>• Making learning less confusing, more exciting and more successful</li> </ul>	

## 4c: Engaging Families and Communities

Successful teachers recognize that their success, which comes from their students' success, requires the engagement of families and the communities in which they work. Schools have too often, though certainly not always, been seen as separate from the families and communities they serve. Deficit notions of families and communities have too often done harm to students and hindered their success. Certainly, students' families rely on the school and teachers in it to meet their students' needs and help them achieve their individual goals and purposes, and their levels of engagement may vary for a host of different reasons. However, it is essential that teachers operate with a mindset that views families and other members of the community as co-teachers, partners, and resources.

Understanding the cultural backgrounds and values of students and their families is essential, especially when there is a difference between those values or cultures and a teacher's own. When families feel unwelcome or excluded from the learning community, when their students do not receive the support they need, or when their cultures and identities are viewed as deficits rather than assets, success for each student is not possible. Teachers who respectfully and fully engage families and the community in ways that value and honor their humanity and create a shared commitment to student success are engaging in efforts that can have lasting effects and far-reaching influence.

There are many ways to engage families and various purposes for that engagement. Effective teachers partner with families in creating learning environments and building a community of learners. They ensure that families know about and understand the instructional program. They invite parents to engage in learning experiences. Ultimately, they make families part of the learning community and view their partnership as essential to meeting the needs of their students.

### **Respect and Cultural Competence**

Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

### **Community Values**

Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

### **Instructional Program**

Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

### **Engagement in Learning Experiences**

Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.



## 4c: Engaging Families and Communities

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher's engagement of families and communities is culturally responsive, demonstrates a clear value for the role they play in student learning, and furthers students' academic and personal success.	The teacher's engagement of students, families, and communities focuses on supporting the academic and personal success of each student, especially students who have been marginalized.
<b>Respect and Cultural Competence</b>			
The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and an attempt to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, students, and families partner together to support student success in a manner that honors the contributions of all focuses on meeting the needs of all students.
<b>Community Values</b>			
The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
<b>Instructional Program</b>			
Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
<b>Engagement in Learning Experiences</b>			
The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in learning experiences.



1. Always be professional!
2. Strive for clear, consistent communication:
  - Be honest and sensitive.
  - Be precise.
  - Let problems be known and, when appropriate, organize a conference to discuss the problem. Keep summaries of conferences on file.
  - Stress the positives.
  - Work together.
  - When appropriate, ask suggestions of the parents. They know their child best.
  - Don't use special education jargon; talk in terms they can easily understand.

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***Keep in close contact with parents. Notes, phone calls, visits are great. Invite them to visit. Kill them with kindness—even the reluctant or uncooperative parents cannot resist a smile and a positive attitude.***

***Wendy Haight***

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3. Conduct effective parent conferences.\* Parent conferences provide an opportunity for parents and teachers to share information and ideas with the goal of improving the student's learning experience. Use the following list of tips and techniques to help improve the quality of your meetings with parents. (Refer to Figure 3-1 for a list of words and phrases that can be used when communicating with parents.)
  - Schedule parent conferences carefully. Do not schedule too many conferences in one day, especially with parents of students who are not doing well.
  - Make sure your parent-conference schedule is convenient for working parents.
  - Put a few chairs in the hall so parents can be comfortable while they wait for their conference.
  - Post your daily conference schedule on the door. Stay on schedule. If a parent arrives late and it will throw off your schedule, reschedule the conference. If you want to schedule a break for yourself, write it on the schedule as a "meeting" and go relax during that break.
  - Conduct conferences at a table instead of from behind your desk. (This will be more informal and, therefore, less threatening to parents.) Provide note paper and pens so parents can write down information. Keep note paper handy for writing down information you want to remember, too.

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***When identifying students with learning disabilities, I found it very difficult to tell parents that their child is disabled. To deal with this situation, I talked the issue over with my principal and read some research. I then made a packet and book list for parents to help explain learning disabilities. I also provided parent workshops that address their concerns.***

***Barbara Danoff***

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\* Note. From *Managing Your Classroom* (pp. 28-33) by B. Gruber, 1983, Torrance, CA: Frank Schaffer Publications, Inc. Adapted by permission.

Figure 3-1

### COMMUNICATE CLEARLY WITH PARENTS ON REPORT CARDS AND CONFERENCE FORMS

Make a list of words and phrases to use on parent conference forms, report cards, and notes to parents. Add your own ideas to the following list of suggested comments.

#### Positive Comments:

- off to a good start
- high level of self-esteem
- wants to do well
- willing to work hard
- responds well to praise and/or constructive criticism
- accepts responsibility
- self-motivated
- is a leader
- at top of group
- having a good year
- enthusiastic
- all-around good student
- creative
- working at grade level
- mature
- confident
- eager to please
- grasps new concepts quickly
- has many friends
- doing well in all academic subjects
- sets high standards
- self-starter
- helpful to others
- at top of class
- takes pride in work
- high interest level
- cooperative
- especially talented in...
- pleased with progress
- enthusiastic about learning

#### Not-So-Positive Comments:

- inattentive
- fine motor difficulties
- slow completing work
- hard-to-discipline
- has difficulty verbalizing
- unpredictable
- impatient
- has difficulty following oral directions
- has difficulty with (subject)
- has difficulty organizing and planning work
- unable to work with others
- easily frustrated
- disturbs others
- demands too much attention
- talking interferes with work
- seems unsure of self
- depends on rote learning
- displays lack of interest
- dependent behavior
- has not developed problem-solving skills
- overactive
- gross motor difficulties
- does not complete work
- short attention span
- has difficulty concentrating
- defiant
- overly sensitive
- has difficulty following written directions
- tends to daydream
- has difficulty concentrating on schoolwork
- teases other children
- has difficulty keeping up with group
- has difficulty working independently
- easily distracted by others
- unable to maintain friendship(s)
- resorts to show-off behavior
- poor work habits hinder progress
- displays lack of motivation
- easily influenced by peers



- Stay on the subject; if the parent digresses, it is your responsibility to get the conference back on track.
  - If a conference does not go smoothly, schedule another meeting with the parents. You may want to ask the principal to attend this second conference.
  - Keep a record of what you discuss with the parents.
  - Student records are available to parents as legislated in the Family Rights and Privacy Act of 1974. If parents want to see school records or add information to records, refer them to your administrator. Know your district's policy.
  - Write a list of things parents can do to help their children at home. Duplicate your list and give it to parents during the conference. Be careful, though, with what you suggest parents work on at home with their children. Try to suggest activities that complement their schedules rather than require parents to reorganize to make time for complex programs.
  - Keep parents informed throughout the school year. When parents know what is happening at school, conferences can be more productive. Well-informed parents tend to feel more positive about the school, too.
  - Be cautious about suggesting specific tutors, learning clinics, family counseling centers, special diets or medications, or other professional services. Instead, you might ask the parent "have you considered seeking outside help for the child such as . . .?" Recommendation of a specific outside service could make the school district responsible, especially if that service proves to be unsatisfactory. Be sure you know district policies and procedures in this regard.
  - Keep a record of the conferences you have with parents. Also, write down any phone calls or incidental, at-the-door conferences.
  - Keep an anecdotal record for your students. This record will come in handy during parent meetings, when writing special requests, and when explaining problems to a school nurse, counselor, or administrator.
  - Don't compare one child to another.
  - Try to see things from the parents' point of view.
  - Be sure parents know that you care and that you have a sincere interest in their child's personal and educational growth.
  - End the conference on a positive note.
4. Follow-up on conferences. Put into action the treatment necessary to remediate the problem. Ask parents to keep the communication lines open and stay in contact.
  5. Maintain communication with parents and keep records of all communication. Make use of letters, phone calls, special notices, and conferences as needed.

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***An important lesson I learned during my first year of teaching was that change takes time, not just in students but also in school policies and attitudes. Caring about the students is what is most important.***

***Bob Hitt***

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Parents are the most important influence a child can have. Each home is unique; each child is unique. There are no absolute answers, but there are some things that you can do to make life

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easier. If asked, share suggestions with the parent for working with the child. Some examples of hints for parents are:

1. Be understanding of your child.
2. Praise your child daily for the little things he does well.
3. Do not compare your child's achievements to other children her age.
4. It is essential that children learn that it is more important to compete against themselves than against others.
5. Establish firm rules and structured routines, including regular mealtimes and early bedtimes!
6. Give your child household chores and responsibilities.
7. Watch for signs of anger when your child comes home from school. He may have had a rough day.
8. Please watch your child's diet; avoid excessive sweets.

## Conference Role Play

- 1) Angry parent. Student has never gotten a “C”.
- 2) Student has a behavior issue. Parent agrees. Parent offers little assistance.
- 3) Student has a problem getting homework done. Parent agrees. Parent offers little assistance.
- 4) Teacher informs parent of poor progress by student. Parent is abusive to student while in conference with teacher.
- 5) Parent comes to conference who is not the official guardian. By law, the teacher cannot have a conference with this parent.
- 6) Student has “straight A’s”.
- 7) Conferences are 15 minutes. A parent has overstayed their time and the hallway is full of parents who are waiting to see the teacher.
- 8) Parent arrives and says, “Oh, you are the teacher I’ve heard about. Yep, I’ve heard about you.” Parent describes things she has heard about this first year teacher.

## Mentor/Protégé Conference Notes

- 1) Business attire appropriate
- 2) Create an area in the classroom for the conferences
- 3) Request adult size tables and chairs
- 4) Time management – about 10-15 minutes per conference, schedule more time if necessary
- 5) Handout – Student work
- 6) Notes for each student – Use form
- 7) Strengths/Needs for improvement/Strengths
- 8) Use of teacher language during conference – parent friendly language
- 9) Make suggestions to parents for success
  - a. Homework note pad / homework log
  - b. Parent check to see if work is completed
  - c. Ways to prepare for announced quiz/test
  - d. Read 20 minutes per night
  - e. Use flash cards for math / vocabulary words
  - f. Create a routine for completing homework
- 10) Parent keep report card
- 11) Parents signature on envelop and collect
- 12) Parent sign-in sheet in hallway with column for time of arrival
- 13) Dinner break
- 14) Prepare for conference like you would prepare for a day of teaching class
- 15) Keep a comment book / record book of conference notes

# PARENT - TEACHER CONFERENCE FORM

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Parent: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject Area: \_\_\_\_\_

Conference Held In Person: \_\_\_\_\_

By Phone: \_\_\_\_\_

## TOPICS FOR DISCUSSION:

A. Academics:

B. Behavior

C. Attendance:

D. Other Concerns:

# Family / Teacher Conference Form

Student Name:

Date:

Those Present\* 1.

- 2
- .
- 3
- .
- 4
- .
- 5
- .

- 6.
- 7.
- 8.
- 9.
- 10
- .

Teacher Concerns:

Family Concerns:

Plan of Action:

- 1
- .
- 2
- .
- 3
- ..

Student Signature X \_\_\_\_\_

Family Signature X\_

Teacher Signature X \_\_\_\_\_

Principal's Signature X\_