

Student Teaching Family Meeting

for EDUC 495—Student Teaching

1. **Description of Assignment:**

During your student teaching you will be required to facilitate a family meeting or parent-teacher conference. This may occur during a conference called with your students' family members outside of the parent-teacher conference dates. Check with your cooperating teacher for the best opportunity to facilitate this meeting. Your cooperating teacher is to be present during this meeting.

Your cooperating teacher will be assessing you. She/he will be using the *Student Teaching Family Meeting Feedback Form* and the *Student Teaching Family Meeting Rubric*. These documents can be found below.

2. **Steps for success:**

- a. You will be required to communicate with the family prior to the conference. This includes sharing conference goals and an invitation to participate.
- b. During the conference you should develop rapport, facilitate transactional communication (reciprocal interaction), utilize professional and accurate communication, and consider ethical issues when interacting with your student's family.
- c. Following the conference you need to assure that your record of the conference is accurate and that a collaborative plan is (or was) developed with the family.
- d. Make sure that you refer to the Student Teaching Family Meeting Feedback Form (below) to review specific expectations.

3. **Completion of the Assignment:**

When your cooperating teacher has completed and discussed the Family Meeting Feedback Form with you, make a copy for your records and then submit it to your University Supervisor.

Student Teaching Family Meeting Feedback Rubric

| | Exceeds criteria (3) | Meets criteria (2) | Does not meet criteria (1) |
|--|--|---|--|
| BEFORE THE MEETING | | | |
| “Agenda” sent home | <ul style="list-style-type: none"> + Explicitly states realistic goals for the conference so family members know what to expect. + Requests family goals in ways that indicate a desire for partnership. + Includes contact information. | <ul style="list-style-type: none"> √ Provides brief list of topics for discussion. √ Asks for family goals for meeting. | <ul style="list-style-type: none"> – Fails to provide agenda. – Creates unrealistic agenda goals. – Does not ask family for input. |
| DURING THE MEETING | | | |
| Opening: establishes rapport | <ul style="list-style-type: none"> + Asks or comments about mutual topics of interest that indicate understanding of specific family and community characteristics. + Introduces self, smiles; shakes hands. + Organizes the meeting space (privacy, limited distraction, seating arrangement and comfort, temperature, light, noise levels, etc.) to facilitate the meeting. | <ul style="list-style-type: none"> √ Welcomes family members indicating an understanding of specific family and community characteristics. √ Introduces self. √ Smiles. √ Indicates where family members can sit. | <ul style="list-style-type: none"> – Does not greet family members. – Demonstrates no understanding of family and community characteristics. – Fails to create a physical space conducive to the meeting. |
| | Exceeds criteria (3) | Meets criteria (2) | Does not meet criteria (1) |
| Two-way communication | <ul style="list-style-type: none"> + Facilitates transactional communication (reciprocal interaction with information exchanged both ways). + Listens with sustained attention. + Prompts the family to start the conversation. | <ul style="list-style-type: none"> √ Demonstrates a reciprocal relationship. √ Does not talk the majority of the time. √ Ensures one person does not dominate the conversation | <ul style="list-style-type: none"> – Dominates the conversation. – Does not listen well. – Allows a family member to dominate the conversation. |
| Appropriate language was used | <ul style="list-style-type: none"> + Uses language respectful of race, ethnicity, gender, age, occupation, geographical location, religion, disability, etc. + Uses pace, pitch, volume and silence to facilitate communication. | <ul style="list-style-type: none"> √ Uses neutral language. √ Avoids jargon and acronyms. √ Uses appropriate intonation & body language (paralanguage). | <ul style="list-style-type: none"> – Uses inappropriate language. – Uses and does not explain educational vocabulary, and/or acronyms. – Speaks too quickly, softly, and/or loudly. |
| Active listening skills were used | <ul style="list-style-type: none"> + Uses eye contact, facial expressions, vocal noises, gestures that are congruent with oral communication. + Avoids interrupting. + Makes notes of important points. (Explains why and what they will be used for. Asks permission) | <ul style="list-style-type: none"> √ Maintains eye contact. √ Uses some verbal and nonverbal cues to encourage parental input. | <ul style="list-style-type: none"> – Avoids eye contact. – Uses nonverbal communication that contradicts oral communication. – Interrupts family members. |
| A balance of strengths/weaknesses presented | <ul style="list-style-type: none"> + Offers concrete, specific information about student’s areas of strength and need | <ul style="list-style-type: none"> √ Starts the meeting with positive comments. √ Ends the meeting with positive comments. | <ul style="list-style-type: none"> – Shares only positive or only negative points. |
| Ideas for improvement were shared for weaknesses | <ul style="list-style-type: none"> + Suggests specific feasible activities, plans, and/or changes to support student’s growth. + Solicits family input for ideas. + Offers appropriate specific family resources and how to connect with them. | <ul style="list-style-type: none"> √ Offers activities, plans, and/or changes. √ Involves family in thinking about student’s development & learning. √ Offers family resources as appropriate. | <ul style="list-style-type: none"> – Provides no ideas. – Overwhelms family members with too many ideas and/or materials. – Suggests unrealistic ideas. – Disregards family needs. |
| Ethical | <ul style="list-style-type: none"> + Avoids inappropriate discussion of other students, families, teachers, etc. | <ul style="list-style-type: none"> √ Maintains confidentiality. | <ul style="list-style-type: none"> – Provides or solicits inappropriate information. |
| Closing | <ul style="list-style-type: none"> + Summarizes main points of meeting. + Expresses thanks. + Escorts family out of area. | <ul style="list-style-type: none"> √ Closes the meeting. √ Expresses thanks. | <ul style="list-style-type: none"> – Lets the meeting dwindle until family member ends it. – Does not end the meeting in time for the next conference. – Forgets to express appreciation. |

AFTER THE MEETING

| | | | |
|-------------------------|---|--|--|
| Record of Conference | + Creates accurate documentation of the conference with knowledge of family characteristics. | √ Documents the conference accurately and appropriately. | – Documents inaccuracies and/or omits information from the conference record. |
| Collaborative Plan | + Creates a plan that provides concrete evidence that includes family goals and preferences. + Develops a comprehensive outline of steps to be taken to go beyond the parent meeting to engage families in curriculum planning, assessment of student’s learning, and planning for student’s transitions to other programs (if appropriate). | √ Creates a plan where some family goals and preferences are incorporated. √ Provides evidence of steps to be taken beyond the parent meeting to engage families in curriculum planning, assessment of student’s learning, and planning for student’s transitions to other programs (if appropriate). | – Creates a plan that lacks evidence of families’ goals being considered. – Fails to clearly document next steps. |
| Connection to Resources | + Provides families with connections to specific resources that impact student learning and development. | √ Demonstrates an understanding that relationships with families include assisting families in finding needed resources. | – Provides limited evidence of an understanding of resources for supporting students’ learning and development. |

Student Teaching Family Meeting Feedback Form

Date _____

Student Teacher's name _____

Cooperating Teacher's Signature _____

1. Rate the student teacher for each area as applicable:

3 exceeds criteria
 2 meets criteria
 1 does not meet criteria

2. Note evidence

| <i>BEFORE</i> | Rating |
|---|---------------|
| "Agenda" sent home: shared topics for discussion <i>optional comment:</i> | |
| <i>DURING</i> | Rating |
| Opening: Establish rapport; Welcoming; Positive and Personal. <i>optional comment:</i> | |
| Two-way communication: one person did not dominate the conversation <i>optional comment:</i> | |
| Appropriate language was used (respectfully phrased, no jargon or acronyms) <i>optional comment:</i> | |
| Active listening skills were used (eye contact; non verbal feedback; encouraging phrases) <i>optional comment:</i> | |
| A balance of strengths and weaknesses were presented [Start and end with positive comments.] <i>optional comment:</i> | |
| A few ideas for improvement were shared for weaknesses <i>optional comment:</i> | |
| Ethical: avoided inappropriate discussion of other students, families, teachers, etc. <i>optional comment:</i> | |
| Closing: summarized and expressed thanks <i>optional comment:</i> | |
| <i>AFTER</i> | Rating |
| Record of the conference was accurate and appropriate <i>optional comment:</i> | |
| A collaborative plan was developed to meet learning and developmental needs <i>optional comment:</i> | |
| Families were assisted in finding needed resources to support learning and development <i>optional comment:</i> | |

Comments (feel free to use an additional page):