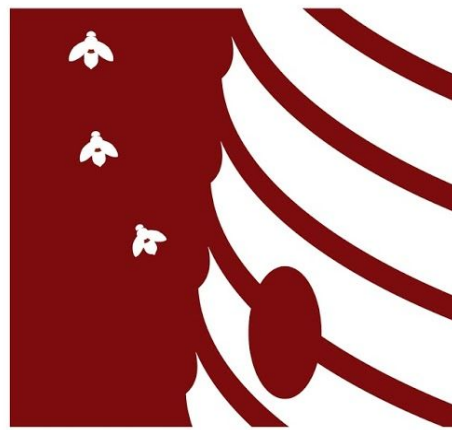


Student/Teacher Shared Conference Protocol



**CONSOLIDATED
SCHOOL DISTRICT
— OF —
NEW BRITAIN**
**PURSuing EXCELLENCE
ONE STUDENT AT A TIME**

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⁺Templates are optional and editable. They are provided as a convenience. You may use or adapt them to fit your needs.

* This document is adapted from the Student-Led Conference Faculty Handbook, Washington Heights Expeditionary Learning School, 511 West 182nd, New York, NY 10033.
<http://schools.nyc.gov/NR/rdonlyres/74094537-E265-44BE-A841-EBE5C6139714/0/WHEELSStudentLedConferenceHandbook20082009.pdf>

GENERAL

Description of Student/Teacher Shared Conferences (STSCs)

The Consolidated School District of New Britain considers the relationship between students' families and the school to be of paramount importance and values families as partners in their children's education. Two times during the school year, the school invites students and their families to attend formal conferences, during which report cards are given to families. Student/Teacher Shared Conferences involve teachers and students sharing responsibility for planning the conference. Both are active and equal participants in the conference process. STSCs are attended by the student, parent/guardian, and teacher(s). Teachers help the students prepare to convey information to parents and families and guide the students through the conference process.

During the conference, students and teachers justify student progress toward and mastery of both academic (content/skill) and character (habits of work and learning) learning targets using a sampling of student work. Students reflect on their progress and identify areas of strength and areas for improvement. The parent/guardian discusses ways to help the student meet his or her academic and behavioral goals by supporting their progress at home. Conference time also provides an opportunity for parents/guardians to share any concerns with the teacher(s). Parents/guardians provide feedback by completing both the Parent Feedback Form and the online Parent Survey after the conference.

The format of our Student/Teacher Shared Conferences promotes the CSDNB values and behaviors that are necessary for success in school and life. It also connects to the Connecticut State Department of Education's **Public Act No. 11-135 regarding Student Success Plans in grades 6-12¹**.

The tone of the conference is positive, with a focus on what can be done to ensure success, as opposed to what has been done poorly.

Objectives of the CSDNB Student/Teacher Shared Conference

- To increase student accountability and autonomy concerning academics and habits of work and learning
- To strengthen student verbal communication and critical thinking skills
- To emphasize student-centered philosophy
- To build open relationships with families concerning student progress at all of our schools
- To help students meet Common Core Speaking and Listening Standards
- To teach students how to persuade by substantiating claims with evidence

¹ The Student Success Plan (SSP) is an individualized student-driven plan that is developed to address every student's needs and interests and to help students stay connected in school and to achieve postsecondary educational and career goals. The SSP begins in the 6th grade and continues through high school to provide the student support in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. The SSP and supporting structures such as student portfolios and academic/personal records should be electronic and portable, following the student from school to school and district to district.

CSDNB Student/Teacher Shared Conference Learning Targets

Student Learning Targets	
Habits of Mind	I can make consistent eye contact when speaking.
	I can speak clearly, audibly, and at an appropriate pace.
	I can use an appropriate and respectful tone.
	I can answer questions directly and honestly.
	I can communicate ideas in an organized and coherent manner with appropriate and precise vocabulary.
	I can take responsibility for progress, explaining how and why I have improved.
	I can take ownership of my weaknesses and mistakes.
	I can reflect on my work habits.
	I can create and share a plan for improvement or continued success.
	I can demonstrate my ability to follow the <i>CSDNB Core Values and Responsibilities</i> .
Content & Skills	I can explain the learning targets I met in each of my academic subjects.
	I can share examples and evidence from specific assignments in each of my academic subjects.
	I can use notes to help me present.
	I can include details and examples relative to the audience.
	I can conclude my presentation by reviewing the main points.
	I can synthesize and paraphrase information.
	I can make connections between sources of information.
	I can persuade my audience by substantiating claims with evidence.
	I can use language and grammar appropriate for purpose and audience.
	I can use grammatically correct sentences when speaking.
	I can use facial expressions and gestures that help in communicating my point.



CSDNB Teacher Preparation Checklist

Pre-Conference/Scheduling Logistics

- Schedule a conference for each student (Elem/MS), or conference window (MS/HS) making every effort to accommodate parents with multiple children who attend the same school.
- Ensure each family knows when to arrive and where the conference will be held.
- Know the first and last names of any adults that will be attending the conference.
- Create alternate arrangements if parents cannot attend the conference at the allotted time. (Names of parents who are repeatedly unavailable should be given to the office).

Pre-Conference/Student Logistics

- Help students complete their Student Conference Template, including goals they set, strategies they used to meet those goals, and progress toward subject specific learning target mastery.
- Help students organize assignments and prepare for conferences by reviewing each student's work folder, helping students set new goals, and guiding students in the development of strategies to meet those goals.
- Set aside homeroom/advisory time for students to practice mock Student/Teacher Shared Conferences with peers, providing students with explicit instruction in the Student Learning Targets as needed (see Page 5).
- Be prepared to speak to the strengths and areas for improvement for each child.

Materials for Conferences

- Post a copy of the conference schedule outside the classroom.
- Have a copy of the conference schedule, and adhere to the scheduled times.
- Set up chairs in the hallway for families that arrive early.
- Have student work materials arranged in the order of the conference schedule.
- Have students' report cards, NWEA progress reports and other important documents readily available for each conference.
- Have a group of desks arranged to promote small group discussion. Multiple chairs are available. There is a place equipped with materials for smaller children to sit and play quietly.
- Know which papers need to be signed and have a folder in which to keep signed documents.
- Have a sheet on which to record parental concerns that cannot be addressed during the conference.
- Have a group of desks arranged for parents and students to complete feedback forms after the conference. Have multiple copies of the feedback forms, and multiple pens available.

During the Conference...

- Welcome each family, preferably using names, and thank them for coming.
- Brief family members about the format and objectives of the STSC so that the conference runs

smoothly.

- ❑ Stick to the schedule. Make sure that each conference ends before the next begins. (Parents who arrive late should have a shortened conference out of respect for the other families, but students may continue to share work in the hallway and report cards may be given to parents).
- ❑ Distribute Report Cards to parent(s)/guardian(s).
- ❑ Review Attendance Data on Report Card and reiterate the importance of attending school regularly and the impact chronic absenteeism can have on student progress. Be sure to recognize students with excellent or improved attendance.
- ❑ Facilitate the conversation so that students have opportunities to participate when appropriate by asking the student guiding questions or directing the student to the Student Conference Template.
- ❑ Maintain a positive tone throughout the conference to ensure that the focus is on the student's successes, as opposed to what he or she has done poorly.
- ❑ Make sure all papers are distributed and signed quickly and efficiently.
- ❑ Thank each family for coming and reaffirm your availability for current or future concerns.

After the Conference...

- ❑ Help students write thank-you notes to family members who attended the conferences.



CSDNB Student Preparation Checklist

In preparation for the conference, students may:

- Complete and deliver the conference invitation letter to guests (students may use the 'Invitation Template' if they wish).
- Return the bottom portion of the invitation letter to the classroom teacher.
- Remind guests when and where the conference will be held, and that arriving late may result in an inability to have the full conference time.
- Explain to guests that all attendees will participate in the conference.
- Fill out a Student Conference Template to use when talking with guests.
- Discuss their strengths as a student and areas for improvement.
- Gather and organize student work to share during the conference.
- Practice speaking about their progress including substantiating their grades with evidence from various assignments.
- Practice by taking part in mock conferences during class time.

During the conference, students should:

- Speak clearly, audibly, with a respectful tone and at an appropriate pace, demonstrating their ability to follow the *CSDNB Core Values and Responsibilities*.
- Reflect on their work habits by answering questions directly and honestly, taking ownership of progress and areas for improvement, and sharing a plan for improvement or continued success.
- Attend to the Student Learning Targets (see Page 5).

After the conference, students may:

- Write a Thank You note to guests (students may use the 'Thank You' Note Template if they wish).
- Remind parents to fill out a Parent Feedback Form.
- Remind parents to complete the online Parent Survey.
- Fill out a Student Feedback Form.

TEMPLATES⁺

⁺Templates are optional and editable. They are provided as a convenience. You may use or adapt them to fit your needs.



Date _____

Dear _____,

Conference time is here! In our classroom this year, we will be having Student/Teacher Shared Conferences. This is a great opportunity for me to share my successes and goals. Please return the bottom portion of this letter so that I know that you are able to attend. If you are unable to attend, please indicate below and include a contact phone number.

Please attend my conference at school on _____
at _____ in room _____.

➤ **It is important to arrive on time out of respect for all families. We will be adhering to scheduled times and will not be able to accommodate families who arrive late.**

Fill out the bottom of this form and return it to my teacher by _____.

Please come to my conference. I can't wait to tell you about how I am doing in school!

Thank you!

Sincerely,

Please Print Clearly Below, Cut and Return to Classroom Teacher

.....

Teacher Name: _____ Grade: _____

Student Name: _____

Parent/Guardian Name: _____

I will attend my student's conference on _____ at _____ in room _____. Please be on time.

I am unable to attend at the scheduled time. Please contact me at _____ to reschedule.



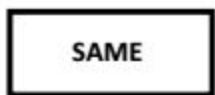
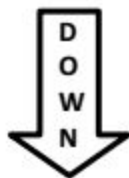
Student Conference Template (#1) All About Me

Student: _____ Grade ____ Teacher: _____

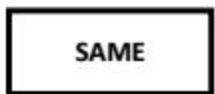
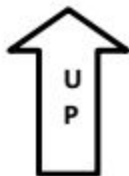
When I was taking the NWEA Assessment/MAP, I felt:



My NWEA Score in **READING**: Fall _____ Winter _____



My NWEA Score in **MATH**: Fall _____ Winter _____



My strengths are:

- Reading
- Writing
- Math
- Etiquette

Here is my evidence 😊

- Attendance

I need to improve:

- Reading
- Writing
- Math
- Etiquette

Here is my evidence 😊

- Attendance

You can support me at home by: _____

Parent Signature: _____ Date: _____

Student Conference Template (#2)

Hello _____,

Welcome to my classroom, this is my teacher, _____. Today, I will talk about what I am learning in school.

I know _____ of my letters. I know _____ of my letter sounds.

My phonics journal makes me feel:



My play plans make me feel:



My reading work makes me feel:



My math work makes me feel:



A picture of me showing how my behavior shows that I take care of myself, others and my school.

Parent/Guardian Signature

Date

Student Conference Template (#3)

Student: _____ Grade: _____ Teacher: _____

Introduction: _____, I would like for you to meet my
Teacher's Name

_____, _____
Parents, Grandparents, Guardians Names of Parents, Grandparents, Guardians

1. Let me show and tell you about my NWEA MAP test results.

My fall reading score was _____. In winter, my score went up/down/same.

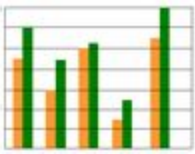
I made/did not make my goal.

My fall math score was _____. In winter, my score went up/down/same.

I made/did not make my goal.

My fall language score was _____. In winter, my score went up/down/same.

I made/did not make my goal.



2. Here are some of my strengths in Reading and Writing. Let's look at my work. (Show beginning then end of Phonics/Word Study notebook.)
Look at what I am doing. You can see one of my strengths is _____.

Can you tell me another strength of mine?

One area I need to improve in is _____.

How can you help me get better at this?



3. Let's look at my math work. (Show work samples or fluency tests.)
Look at what I am doing. You can see one of my strengths is _____.

Can you tell me another strength of mine?

One area I need to improve in is _____.

How can you help me get better at this?



4. I want to talk to you about my attendance and classroom etiquette.

One of my strengths in this area is _____.

One area I need to improve in is _____.

How can you help me get better at this?

Thank you for supporting me by coming to my Student/Teacher Shared Conference.

Parent/Guardian Signature

Date

Student Conference Template (#4)

Hello _____,

Welcome to our classroom, this is my teacher, _____.

I am going to share my student portfolio with you. I am going to show you what I am learning in class.

First, in writing, I learned how to

Next, in reading, I learned how to

My Lexia score is _____.

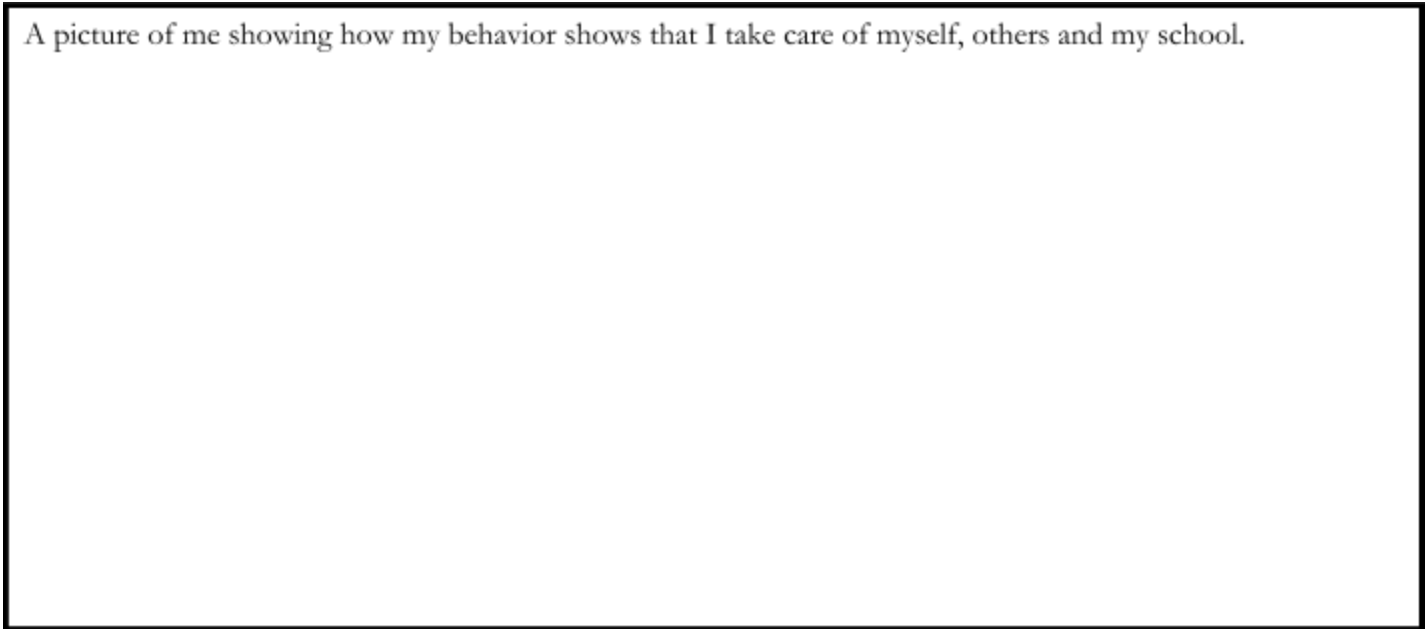
Then, in math, I learned how to

My math fluency score is _____.

This quarter, I am most proud of

I need to work on

A picture of me showing how my behavior shows that I take care of myself, others and my school.



Thank you for supporting me by coming to my Student/Teacher Shared Conference.

Parent/Guardian Signature

Date



Student Conference Template (#5)

Student Name: _____

Grade/Teacher Name _____

Thank you for coming to my Student/Teacher Shared Conference. I am going to be sharing my progress with you so far this year. In my student work folder are some assignments from my classes. I would like to show them to you as evidence of my progress as I go through my Student/Teacher Shared Conference sheet.

Attendance and Etiquette (overall performance)

Student Rating	Below Expectations	Meets Expectations	Above Expectations
Attendance			
Etiquette			

My Strengths are:

- _____
- _____

My Areas for Improvement are:

- _____
- _____

Strategies that can help me achieve my academic goals are: (teacher scripts while student and parent brainstorm)

- _____
- _____

NWEA/ MAP Scores

Reading: Fall _____ Winter _____

Reading (overall performance)

	Below Expectations	Meets Expectations	Above Expectations
Student Rating			

My Strengths are:

- _____
- _____

My Areas for Improvement are:

- _____
- _____

Strategies that can help me achieve my academic goals are: (teacher scripts while student and parent brainstorm)

- _____
- _____

NWEA/ MAP Scores

Math: Fall _____ Winter _____

Math (overall performance)

	Below Expectations	Meets Expectations	Above Expectations
Student Rating			

My Strengths are:

- _____
- _____

My Areas for Improvement are:

- _____
- _____

Strategies that can help me achieve my academic goals are: (teacher scripts while student and parent brainstorm)

- _____
- _____

- **Now that I have shown you examples of my work, do you have any questions for me?**
- **Please sign below to show that we have successfully completed our conference.**

Parent Signature: _____

Student Signature: _____

Teacher Signature: _____

Student Conference Template (#6)

Hello _____,

Welcome to our classroom, this is my teacher, _____

I am going to share what I have learned in class with you.

Looking at my NWEA reading and math charts, I noticed that

-
-

I can improve my NWEA scores by

-
-

Here is a sample of my best writing. It is my best because

-

Looking at my math and reading whole and small group work samples, I am doing well

-
-

Looking at my reading whole and small group work samples, I can improve on

-
-

My strengths on demonstrating appropriate school behaviors are:

-
-

I can improve demonstrating appropriate school behaviors by

-

Thank you for supporting me by coming to my Student/Teacher Shared Conference.

Parent/Guardian Signature

Date

Student _____ Teacher/Team _____

Student Conference Template (#7)

Introduce guest(s) to the teacher(s).

Introduction

Thank you for taking time to come to my conference. This is an opportunity for me to share who I am as a learner.

Attendance and Etiquette

I have had _____ absences from school and _____ tardies to school. This has a positive/negative (*circle one*) affect on my learning because:

I am/am not (*circle one*) prepared and ready to learn each day. This has a positive/negative (*circle one*) affect on my learning because:

NWEA/MAP Assessment

Here is my NWEA Student Progress Report. When I was taking the NWEA/MAP assessment, I felt :

My fall reading score was _____. In winter I went up/down _____ points.

My reading goal for spring is _____.

My fall math score was _____. In winter I went up/down _____ points.

My math goal for spring is _____.

My fall language usage score was _____. In winter I went up/down _____ points.

My language usage goal for spring is _____.

Let's talk about my classes.

Reading

Current Average/Grade: _____

My strengths in reading are:

In reading, I need to improve:

I will do this by:

Here are some examples of my work in reading.

Writing

Current Average/Grade: _____

My strengths in writing are:

In writing, I need to improve:

I will do this by:

Here are some examples of my work in writing.

Math

Current Average/Grade: _____

My strengths in math are:

In math, I need to improve:

I will do this by:

Here are some examples of my work in math.

Science

Current Average/Grade: _____

My strengths in science are:

In science, I need to improve:

I will do this by:

Here are some examples of my work in science.

Social Studies

Current Average/Grade: _____

My strengths in social studies are:

In social studies, I need to improve:

I will do this by:

Here are some examples of my work in social studies.

Conclusion

You can support me at home by:

Thank you for supporting me by coming to my Student/Teacher Shared Conference.

Guest Signature: _____ **Date:** _____

Student _____ Teacher/Team _____

Student Conference Template (#8)

Introduce guest(s) to the teacher(s).

Introduction

Thank you for taking time to come to my conference. This is an opportunity for me to share who I am as a learner, and showcase some of the work in my Student Success Plan.*

*Student will have access to their SSP during the conference.

English Course: _____ Current Average/Grade: _____

Performance Assessments (if applicable)		NWEA Data (if applicable)	
Baseline (Sept.)		Fall	
Benchmark 1		Winter	
Benchmark 2		Goal for Spring	
Benchmark 3			

My strengths in _____ are:

In _____, I need to improve _____

Here are some examples of my work in _____.

Math Course: _____ **Current Average/Grade:** _____

Performance Assessments (if applicable)		NWEA Data (if applicable)	
Baseline (Sept.)		Fall	
Benchmark 1		Winter	
Benchmark 2		Goal for Spring	
Benchmark 3			

My strengths in _____ are:

In _____, I need to improve _____

I will do this by _____

Here are some examples of my work in _____.

Course: _____ Current Average/Grade: _____

Performance Assessments (if applicable)		NWEA Data (if applicable)	
Baseline (Sept.)		Fall	
Benchmark 1		Winter	
Benchmark 2		Goal for Spring	
Benchmark 3			

My strengths in _____ are:

In _____, I need to improve _____

I will do this by _____

Here are some examples of my work in _____.

Course: _____ Current Average/Grade: _____

Performance Assessments (if applicable)		NWEA Data (if applicable)	
Baseline (Sept.)		Fall	
Benchmark 1		Winter	
Benchmark 2		Goal for Spring	
Benchmark 3			

My strengths in _____ are:

In _____, I need to improve _____

I will do this by _____

Here are some examples of my work in _____.

Course: _____ Current Average/Grade: _____

Performance Assessments (if applicable)		NWEA Data (if applicable)	
Baseline (Sept.)		Fall	
Benchmark 1		Winter	
Benchmark 2		Goal for Spring	
Benchmark 3			

My strengths in _____ are:

In _____, I need to improve _____

I will do this by _____

Here are some examples of my work in _____.

Course: _____ Current Average/Grade: _____

Performance Assessments (if applicable)		NWEA Data (if applicable)	
Baseline (Sept.)		Fall	
Benchmark 1		Winter	
Benchmark 2		Goal for Spring	
Benchmark 3			

My strengths in _____ are:

In _____, I need to improve _____

I will do this by _____

Here are some examples of my work in _____.

Course: _____ Current Average/Grade: _____

Performance Assessments (if applicable)		NWEA Data (if applicable)	
Baseline (Sept.)		Fall	
Benchmark 1		Winter	
Benchmark 2		Goal for Spring	
Benchmark 3			

My strengths in _____ are:

In _____, I need to improve _____

I will do this by _____

Here are some examples of my work in _____.

Attendance and Etiquette

I have had _____ absences from school and _____ tardies to school. This has a positive/negative (*circle one*) affect on my learning because:

I am/am not (*circle one*) prepared and ready to learn each day. This has a positive/negative (*circle one*) affect on my learning because:

Conclusion

You can support me at home by:

Thank you for supporting me by coming to my Student/Teacher Shared Conference.

Guest Signature: _____ **Date:** _____



Parent Feedback Form

Parent Name (optional): _____

Student Name (optional): _____

I came to the conference expecting...

I learned...

I would suggest...

Additional comments...



Student Feedback Form

Student Name (optional): _____

Before the conference, I felt...

During the conference, I felt...

Next time, I would do this differently:

My favorite part of the conference was...



Student/Teacher Shared Conference Thank You Note

Date _____

Dear _____,

Thank you for coming to my conference. I hope you enjoyed hearing about my progress, my strengths and my goals for improvement. I enjoyed sharing my work with you and hearing your comments.

Sincerely,
