Welcome to CCEI3022

In this course, participants will learn the basic goals of parent-teacher conferences, along with strategies for planning for, conducting, and following up after conferences. In addition, participants will learn tips to share with parents about preparing for conferences.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Identify the overall purpose and goals of parent-teacher conferences
- Identify recommended methods of preparing for parent-teacher conferences
- Define narrative summary
- Identify alternatives and options available when scheduling parent-teacher conferences
- Identify recommendations for managing relationships with parents and addressing negative behavior in children
- Define action plan
- Identify important tips for improving the effectiveness and productivity of parent-teacher conferences

References:


Course Notes:
Use the space provided to record important information for each of the following topics:

**The Purpose of Parent-Teacher Conferences**

**Understanding the Importance of Parent–Teacher Conferences**

Explain or list reasons as to why parent-teacher conferences are important:

**The Opportunity for Parents and Teachers to Get to Know the Child Better**

**The Opportunity to Bridge Cultural Gaps**

**The Opportunity to Identify and Address a Child’s Specific Needs**

**The Phases of Parent–Teacher Conferences**

**Planning**
List and explain three reasons why it is important for teachers to prepare adequately for parent-teacher conferences:

**Gather Data**
What student data should you gather prior to the conference and why?
If you have in place an effective system of ongoing assessment, you should be able to gather valuable information from a number of sources, including:

- 
- 
- 
- 
- 

**Create a Narrative Summary**

What is the purpose of a narrative summary?

What do you include in a narrative summary?

**Schedule the Conferences**

How long should the conference be?

What issues should a teacher consider when scheduling conferences with parents?

**Communication with Parents**

What can teachers do to make sure parents attend the conference?

**Additional Preparation Tips**

**The Conference Itself**

The first thing a teacher needs to realize:
The second thing to remember is that:

**Different Personalities**
What should the teacher be ready to do with regard to accommodating different personalities?

*Always be __________________.*

What do you do if confronted by parents who consider themselves to be experts on early childhood education?

Remember that it never pays to be ____________________________!

**Negative vs. Positive Statements**
Write four negative statements and then turn each one into a positive statement:

**Be an Active Listener**
Why is it important to be an active listener?

**Be Prepared for Questions**
What kinds of questions might parents ask? List examples:
Bringing the Conference to an End
How should you bring the conference to an end?

The Follow-Up
What is an action plan?

Why are action plans important?

Additional Tips for Successful and Effective Parent-Teacher Conferences

Plan Ahead

Set a Friendly, Informal Tone

Speak on the Parents’ Level

Give Parents a Chance to Talk

Emphasize the Positive

Get to Know Them

Listen, Listen, Listen
Sensitive Issues

The Takeaway

Aside from the individualized action plan, it’s a good idea to have a few additional resources to offer parents, such as:

•
•
•
•
•
•
•
•
•

Summarize and Follow-Up