

## Observation Tool for Successful Family Engagement in the Classroom Goal Setting Parent-Teacher Conferences (PTCs)



**Reflect: Have I set my families and students up for a successful meeting?**

- Do I have recent data on the skills I am discussing tonight?
- Did my families know about the meeting in advance? Did I invite them personally, and follow up with them? Do they know their presence matters?
- Did I differentiate materials based on student and family's needs and did I provide translation, interpretation, or any other necessary accommodations?
- What will the impact of families showing up/not showing up be? Do I believe my families will come and have I done everything I can to get them in the door?
- Am I ready to have an honest conversation with this families about his or her student's progress? Have I thought about how to frame information so I am not sugar-coating or blaming?

PTC Teachers/Grade: \_\_\_\_\_

PTC Meeting Data/Observer: \_\_\_\_\_

- Started on time
- Evidence: preplanned?
- Evidence: individualized?
- Ended on time

Overall Objectives	Teacher Actions	Evidence	Observer Comments
<p><b>Welcome</b> Families understand the goals of the conference and feel valued as an expert on their child.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcomes families and thanks them for coming</li> <li><input type="checkbox"/> Frames the purpose of the meeting</li> <li><input type="checkbox"/> Emphasizes the importance of families-teacher partnership</li> <li><input type="checkbox"/> Explains the goal of the meeting and the agenda</li> <li><input type="checkbox"/> Asks families if they have any additions or changes to the agenda so this conference can be a good use of their time?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In oral or written feedback, families can explain what the point of the conference was.</li> <li><input type="checkbox"/> The conference covers anything families indicated was important for them to discuss.</li> <li><input type="checkbox"/> In oral or written feedback, families say they felt valued and listened to</li> </ul>	
<p><b>Share Data: Student Strength</b> Families are proud of their student's performance and can communicate this pride and high expectations for continued excellence to their child.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly describes student area of strength</li> <li><input type="checkbox"/> Explains the data/evidence that supports why this is an area of strength</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families can explain skills that his/her student is excelling at and cite specific examples of their good work.</li> </ul>	
<p><b>Share Data: Student Area for Growth</b> Families know where their child is struggling and how they can help support improvements in student performance and hold them accountable.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly describes student area of growth</li> <li><input type="checkbox"/> Explains the data/evidence that supports why this is an area of growth</li> <li><input type="checkbox"/> Teacher checks for families understanding about area of growth and invites families to ask questions.</li> <li><input type="checkbox"/> Emphasizes that scores are not a sign of students' intelligence and all students learn at different paces and reassures families that instruction will be differentiated to meet individual student needs</li> <li><input type="checkbox"/> Provides time for families to review and process student's data</li> <li><input type="checkbox"/> Ask for families input on how teacher can better support student on skill in class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families can explain skills that his/her student is struggling in and cite specific data points.</li> <li><input type="checkbox"/> Families asks questions about student data or confirms understanding by clarifying, expanding on, or restating information.</li> <li><input type="checkbox"/> Families shares insight how teacher can better support student in class.</li> </ul>	

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<p><b>Strategy/Activity</b> Families have a concrete strategy that they can confidently use with their child to support learning at home.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Models the learning activity for families and provides guidance about how often to do the activity at home</li> <li><input type="checkbox"/> Checks for families understanding of activity by providing time to practice and/or asking questions</li> <li><input type="checkbox"/> Teacher shares how s/he will continue to support learning in the classroom</li> <li><input type="checkbox"/> Asks families for feedback on activity, ideas for modifications, lessons learned from previous conferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families can explain the learning activity and strategy.</li> <li><input type="checkbox"/> Families demonstrates confidence to do learning activity at home through live practice or other checks for understanding.</li> <li><input type="checkbox"/> Families asks questions about learning expanding on, or restating information.</li> <li><input type="checkbox"/> Families shares feedback on activity and ideas for modifications at home.</li> </ul>	
<p><b>Goal Setting</b> Families and teacher set an ambitious, feasible goal that they are excited about.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shares class end of year goal and class interim goal (goal by next meeting) for area of growth</li> <li><input type="checkbox"/> Motivates families to set ambitious but feasible goal by reminding families of the families-teacher partnership, classroom practice, and the strategy for home</li> <li><input type="checkbox"/> Records goals families sets for student so both families and teacher have a record of the goal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families and teacher discuss goal and set it together.</li> <li><input type="checkbox"/> Families has a record of student goal to take home.</li> <li><input type="checkbox"/> In written or oral feedback, families communicate investment in reaching the goal.</li> </ul>	
<p><b>Questions and Conclusion</b> Families leaves the meeting feel confident about next steps and empowered to support his/her student at home.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Concludes the meeting by summarizing key points and allotting time for family's feedback and suggestions</li> <li><input type="checkbox"/> Concludes meeting by thanking families for coming and provides timeline for mid-point check-in, as well as the dates of future conferences</li> <li><input type="checkbox"/> Teacher provides an exit ticket so families can give feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families can ask any lingering questions.</li> <li><input type="checkbox"/> Families lists his or her next steps, as well next steps for teacher and student.</li> <li><input type="checkbox"/> Families knows concrete time/way that s/he and teacher will follow up.</li> </ul>	

**After Meeting Teacher Actions**

- Reflect:**
  - Was I honest and forthcoming about student progress?
  - Did I make any assumptions during the conference? How do I know? Is there any additional relationship building or strengthening I need to do as a result of this conversation?
- Make multiple attempts to have make-up meetings with all families that don't attend original meeting time
- Review families feedback from conference and reflect on strengths and areas for growth – Plan to share feedback with families at next conference and how the meeting has been adjusted based on feedback
- Review the above observation checklist and reflect on strengths and areas for growth
- Debrief meeting with a member of your school's family engagement leadership team and record most important next steps for future conference
- Ensure you have collected and reviewed the families goal sheets for families who attended the meeting
- Follow up with families in 2-4 weeks to check-in about learning activities and/or updated progress (Use families goal sheets to frame the conversation)
- In 4-6 weeks, if there is not an additional conference scheduled, send out a data update to families to share progress