



## Student-Parent-Teacher Conferences

### Learning Goal

During this Conversation, participants will explore the process of involving middle school students in successful student-parent-teacher conferences.

### Materials

Four separate large posters, each with one question printed on it from **Questions** from *Knowing What Counts: Conferencing and Reporting*.

Print a **Taking Action worksheet** for each participant.

A copy of *Knowing What Counts: Conferencing and Reporting* (Connections Publishing, B.C. [www.connectionspublishing.ca](http://www.connectionspublishing.ca)) for each participant.

### Getting Started

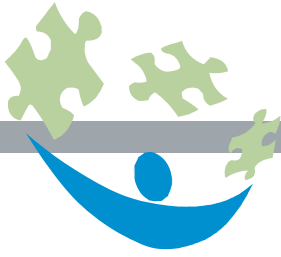
Introduce this Conversation by explaining that there are many ways people conduct parent-teacher conferences. As school systems strive to educate students so they are lifelong, independent, self-directed learners it becomes apparent that students need to be deeply involved in their own learning and in providing evidence of their learning. This Conversation will focus on ways students are being involved in accounting for their learning at the end of the term.

Form groups of three. Number off in the group, 1-2-3. Ask all the “ones” to read pages 31 – 38, “twos” to read pages 38 – 43, and “threes” to read pages 43 – 46 in the text *Knowing What Counts: Conferencing and Reporting*.

Ask all those who read the same selections to form “expert” groups to discuss what they read, noting highlights.

Ask participants to return to original small groups and report highlights from their reading.

Invite each small group to create a list of questions and connections. The following frame might assist the discussion: What is the same as your own practice? What is different? What do you wonder?



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### Debriefing the Learning

Around the meeting space, post Questions from *Knowing What Counts: Conferencing and Reporting* or other questions the group has identified.

Ask each small group to choose one question and respond to it by:

1. Reading the question aloud.
2. Talking about or recording connections, thoughts, feelings.

Ask groups to move to another posted question or to tackle one posed by someone in the group. Continue until only 10 minutes are remaining in your time together.

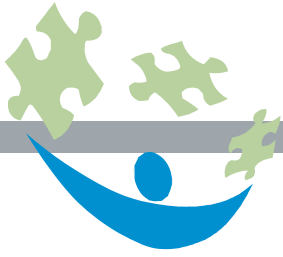
### Taking Action

Distribute the **Taking Action worksheets**.

Invite participants to identify one next step they are going to take. It may be an idea they will try, a person they will interview, an article or book they will read, or a video they will watch. Ask them to record their choice and tell it to someone else.

### Extending the Learning

Consider an earlier Conversation to fill missing gaps in participant's knowledge. Visit [www.connect2learning.com](http://www.connect2learning.com) for more conferencing ideas shared by classroom teachers.



## Taking Action



**My AHA's**



**My Connections**



**My Reflections**



**My Questions**



**My Next Steps**