Example Agenda + Planning Tool

Agenda Item + Objectives	Teacher Actions	Notes
Welcome Families understand the goals of the conference and feel valued as an expert on their child. *Evidence* ☐ In oral or written feedback, family can explain what the point of the conference was. ☐ The conference covers anything family indicated was important to discuss. ☐ In oral or written feedback, family says they felt valued and listened to.	☐ Welcomes family and thanks them for coming ☐ Frames the purpose of the meeting ☐ Emphasizes the importance of family-teacher-student partnership ☐ Explains the goal of the meeting and the agenda ☐ Asks family, "What do you hope to get out of this conversation?"	
Share Data: Student Strength Families are proud of their student's performance and can communicate pride and high expectations for continued excellence to their child. *Evidence* ☐ Family explains skills that the student is excelling at and cite specific examples of their good work.	☐ Clearly describes student area of strength ☐ Explains the data that support why this is an area of strength	
Share Data: Student Area for Growth Families know where their child is struggling and how they can help support improvements in student performance and hold them accountable. *Evidence* ☐ Family explain skills that their student is struggling in and cite specific data points. ☐ Family asks questions about student data or confirms understanding by clarifying, expanding on, or restating information. ☐ Family shares insight on how the teacher can better support student in class. ☐ Family is able to communicate where to go to monitor student data and academic progress.	☐ Clearly describes student area of growth ☐ Explains the data that support why this is an area of growth ☐ Checks for understanding about area(s) of growth and invites families to ask questions ☐ Emphasizes that scores are not a sign of intelligence and all students learn at different paces ☐ Reassures family that instruction will be tailored to meet individual student needs ☐ Provides time to review and process student's data ☐ Asks for input on how teacher can better support student on skill in class	

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Strategy/Activity Families have a concrete strategy that they can confidently use with their child to support learning at home. *Evidence* ☐ Family can explain the learning activity and strategy. ☐ Family demonstrates confidence to do learning activity at home through live practice or other checks for understanding. ☐ Family asks questions about learning by expanding on or restating information. ☐ Family shares feedback on activity and ideas for modifications at home. ☐ Family is able to connect data to concrete strategies to support learning at home.	☐ Models the learning activity for family and shares how often to do the activity at home ☐ Checks for family's understanding of activity by providing time to practice and/or asking questions ☐ Shares how the student will continue to support learning in the classroom ☐ Asks for feedback on activity, ideas for modifications, lessons learned from previous conferences	
Goal Setting Families and teacher set an ambitious, feasible goal that they are excited about. *Evidence* ☐ Family, student, and teacher discuss goal and set it together. ☐ Family has a record of student goal to take home. ☐ In written or oral feedback, family and student communicates investment in reaching the goal. ☐ For second or third AP meeting, student and family share updates on goal set during prior meeting.	☐ Shares class end of year goal and class interim goal (by next meeting) for area of growth ☐ Motivates family to set ambitious but feasible goal by reminding them of the family-teacher partnership, classroom practice, and the strategy for home ☐ Records goals families and student sets for student, so both family and teacher have a record of the goal ☐ For second or third AP meeting, reviews previous goals and discuss progress and challenges, if any	
Questions and Conclusion Families leave the meeting feeling confident about next steps and their capacity to support their student at home. *Evidence* ☐ Family can ask any lingering questions. ☐ Family lists their next steps, as well next steps for teacher and student. ☐ Family knows concrete time and way that they and teacher will follow up.	☐ Concludes the meeting by summarizing key points and allotting time for family's feedback and suggestions ☐ Concludes meeting by thanking family for coming and provides timeline for mid-point check-in, as well as the dates of future conferences ☐ Confirms the best way to communicate with families following the meeting ☐ Provides an exit ticket so families can give feedback	