

The background is a photograph of a classroom, overlaid with a semi-transparent blue filter. At the top, a string of German alphabet cards is hanging, each featuring a letter and a corresponding illustration (e.g., 'Uu' with a unicorn, 'Buch' with a book, 'Fuß' with a foot). Below the cards is a whiteboard on a stand. The room contains several rows of desks and chairs. The text 'PREPARING FOR' is in white, 'EFFECTIVE' is in large yellow, 'CONFERENCES' is in large yellow, and 'WITH FAMILIES' is in white.

PREPARING FOR **EFFECTIVE** **CONFERENCES** WITH FAMILIES



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At Flamboyant, we know when educators and families act as equal partners in collaboration and decision-making, students can do their best academically, socially, and emotionally.

This resource prepares educators to hold effective conferences with families and provides a planning template. Use this resource when you are preparing for conferences with families to ensure that you're giving parents the information and resources they need to support their children's success.

In this document you will find:

- Components of an effective conference; and
- A planning template to prepare for each student's conference

Components of an Effective Conference

Conferences should be designed to help equip families to play [Five Roles](#) that accelerate student learning. To ensure families are prepared to meaningfully engage, below is a list of recommendations for educators to consider:

- Agendas should be co-constructed with families and, if appropriate, with students. This means checking with families and students in advance to see what they want to cover during the conference. By sharing power, you are positioning families to **advocate for their child**.
- Conversations should be grounded in evidence and data, such as formal assessments and class assignments. This will ensure that families have the information to **communicate high expectations** and **monitor their child's performance**.
- Families should leave the conference with a specific strategy or activity to reinforce learning at home. This will help families **support learning at home**, one of the Five Roles.
- The conference should focus on what has happened academically and what will happen academically in the future. The teacher and family should use the conference time to identify clear goals and benchmarks. Inviting families to collaborate in goal setting positions families to **guide their child's education**.
- After the conference, it's important to **continue communicating with families**, particularly around progress on the agreed upon goals.

Student's Name	Family Member(s) Name(s)	Date/Time Family is Available for Conference

Student Strengths

What data will I share in advance with the family (and student, if appropriate) that provides evidence of student strengths?	
What specific strengths will I celebrate with the student and family?	
What specific strengths has the student identified about themselves that I will share with the family?	

Student Areas for Growth

What data will I share in advance with the family (and student, if appropriate) that provides evidence of student areas for growth?	
What specific areas of growth will I focus on during the conference?	
What specific areas of growth has the student identified about themselves that I will share with the family?	

Strategy/Activity

What learning activity or strategy will I share during the conference with the family and student? Consider students preferred learning styles and modalities.	
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Goal Setting

What class end-of-year goal/ interim goal will I share with the family and student (e.g., targeted reading level for grade band; test scores)?	
Based on the student's present performance relative to the broader class goals, what specific goal can I recommend to families? <i>Remember to remain open to a conversation with students, especially those in secondary, and families about what goals they want to set.</i>	



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