STUDENT/TEACHER CONFERENCE

Seek first to understand, than to be understood!

Student and teacher should complete this form together. Dialogue should be conversational, relaxed and encouraging. Try to incorporate your empathic listening skills! Setting should be private and one on one. Best practice is to brainstorm some of your responses prior to the meeting (ex. be prepared to list strengths). Sometimes this conference can produce major behavior changes because the student feels cared for and important.
# Student Conference Form

Directions: Each question must be completed. Please write in student’s name in the blanks below. Both student and teacher input is a valuable part of the process and all efforts should be made to encourage participation from both parties.

Student Name: _____________________________________________
Homeroom Teacher: __________________________________________
Date Completed: _____________________________________________

1. What are ______________’s strengths both inside and outside of school?

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<tr>
<th>Teacher Response</th>
<th>Student Response</th>
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2. What is the hardest part of ______________’s school day?

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3. What is the best of ______________’s school day?

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3. What behavior goals does ______________ need to set to be more successful?

Teacher Response | Student Response

*Together select 1-3 of the goals listed above to begin working to improve. (Friendly Reminder: Please write what the student WILL do, not what they won’t).

1.

2.

3.

5. How can school staff members help you to succeed in reaching the above goals?

Participants

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Teacher Self-reflection Form

Name: ____________________ Date: ____________________

Environment:
- Classroom expectations and rules are posted (positively stated and aligned with school-wide expectations)
- Classroom routines and procedures are posted
- SOL Objective is posted daily
- Bellwork/Bellringer/Morning work is posted daily

Teacher Behavior:
- I greet my students at the door when they enter my classroom and dismiss them at the door as they leave.
- I have established and explicitly taught my classroom expectations and rules.
- I have established and explicitly taught my classroom routines and procedures related to:
  - Attention getting signal.
  - Beginning classwork
  - Asking for help (e.g. questions, pencils, paper)
  - Transitions
  - Dismissal
  - Using the Restroom/Getting a Drink
- I have established and discussed learning goals/objectives/intentions with my students and tied objectives to real life experiences/prior knowledge/skills.
- I have established and discussed criteria for completion of goals/objectives/intentions with my students and my students create products meeting those goals.
- I am providing direct instruction, explanations, and modeling of key concepts (embedding vocabulary)
- My students have opportunities to work with other students (e.g. peer tutoring, cooperative learning, reciprocal teaching etc.)
  Specify: ____________________________________________________________
- I have created/used learning tools (e.g. concept mapping, advance/graphic organizers, along with other opportunities to respond for my students.
  Specify: ____________________________________________________________
- My students have opportunities for practice and independent practice applying meta-cognition strategies (e.g. making connections, summarizing, inferring/generating hypotheses/predicting, visualizing, asking/generating questions, synthesizing, determining importance/big ideas, monitoring/clarifying).
- I am providing closure at lesson end as well as assessing lesson impact with input from students.
- I am actively supervising my students through the use of: scanning, movement/proximity, and interaction.
- I reinforce appropriate behavior with behavior specific praise (ratio of 4:1/12:1 with student not meeting expectations).
- I am using data to determine individual and class needs related to instruction.
  Specify: ____________________________________________________________
- I am responding to inappropriate behavior using a continuum of responses (e.g. physical proximity, eye contact, re-teaching, re-direction, verbal warning, non-verbal cue, private talk/problem solving, active listening, pre-correct, etc.).
  Specify: ____________________________________________________________