

Parent-Teacher Conference

Forms, Scripts & Data Binder

Full Year Toolkit

Pre-Conference Parent Questionnaire

Please complete this form and return it to your child's teacher prior to our conference. Your insights help me best support your child's learning and well-being.

Student Information

Student Name: _____

Parent/Guardian Name: _____

Best Contact Method: _____

Academic Perceptions

1. How does your child feel about school this year?

2. In which subjects does your child feel most confident?

3. In which subjects does your child struggle or feel frustrated?

Social & Emotional Well-Being

4. How does your child describe their peer relationships?

5. Have there been any recent changes at home that might affect your child?

Goals & Priorities

6. What is your primary goal or hope for our conference today?

7. Is there a specific topic you want to make sure we discuss?

Conference Agenda Template

Use this agenda to keep the conference focused, positive, and within the scheduled time.

Student Name: _____

Date / Time: _____

Time	Agenda Item	Notes
1 Min	Welcome & Rapport Building Greet family, affirm partnership.	
2 Mins	Parent Priorities Review pre-conference questionnaire.	
3 Mins	Strengths & Celebrations Share academic and behavioral wins.	
5 Mins	Areas for Growth Share data, work samples, observations.	
3 Mins	Collaborative Problem Solving Discuss support strategies (school + home).	
1 Min	Next Steps & Closing Set follow-up date, express gratitude.	

Follow-Up Date Scheduled: _____

Scenario 8: Suspected Learning Disability / Need for Evaluation

Context: The student shows persistent struggles despite interventions, and a formal evaluation may be needed.

Say This: "I really appreciate you taking the time to discuss [Student]'s progress. They work so hard, but I'm noticing that despite our best efforts and the extra support in class, they are still struggling significantly with [Specific Skill]. This tells me that [Student] might need a different kind of support or a closer look at how they learn best. I'd like to recommend we start the process for a formal evaluation. This isn't a label; it's a tool to help us understand exactly how to help [Student] succeed and access the resources they deserve."

Scenario 9: Emotional Dysregulation / Frequent Crying

Context: The student cries easily, gets overly frustrated, or has difficulty managing their emotions in class.

Say This: "[Student] is such a sensitive and empathetic friend to others. I want to talk about how they are managing their feelings in class. I've noticed that when things get slightly challenging, or if they make a small mistake, [Student] becomes very upset and cries. I want to make sure they feel safe and equipped to handle those big emotions. Do you see this at home? I'd like to work together to give them some strategies to self-regulate so they can bounce back faster."

Scenario 10: Parent-Teacher Miscommunication / Defensiveness

Context: The parent seems defensive, misinterprets feedback, or there's a breakdown in trust/communication.

Say This: "Thank you for coming in. I want to start by saying that we are on the exact same team—we both want what is best for [Student]. I sense there may have been some miscommunications in the past, and I want to clear the air. My goal today is to share what I'm seeing in the classroom objectively, and to listen to your perspective. If anything I say comes across as critical, please know that is never my intent. How can we improve our communication moving forward so we are always working in partnership?"

Scenario 11: Gifted but Underachieving

Context: The student is highly capable but not producing work that reflects their potential, often due to boredom or perfectionism.

Say This: "[Student] is incredibly bright and their cognitive abilities are exceptional. However, I'm noticing a gap between what I know they can do and what they are actually producing in class. Sometimes, gifted students hold back because they are perfectionists and fear making a mistake, or because the work doesn't challenge them enough and they disengage. Have you noticed this at home? I want to make sure we are challenging them appropriately while also helping them embrace the learning process, mistakes and all."