

Topic: Self-Esteem/Parent Conferences

- Write on 3 X 5 card "what I like about myself."
 - Define/discuss self-esteem
 1. Why is attitude about one's self important?
 2. Why is this needed in our classrooms? (Handout: "7 ways...")
 3. Handout: "Self-affirmation" discuss
 4. Cultural differences
 - Parent-Teacher conferences handouts: discuss
 - Calendar: handout "Mark Calendars" - discuss -
 - web site
- ✓ Newspaper article—discuss—what does it mean that counties in the Panhandle are no longer more than 51% Anglo? What does this say to our education requirements?

→ Review Portfolios/dossiers/web sites.

"Mark Calendars"

---Reflections are due through April 21 and report of your observations due at the end of the week of April 26

---Cohort # 4 | April 19 | "Resumes and Interviews" at ^{Littfield} ~~Muleshoe~~???

All requirements should be completed by this time. Web site up and complete.

---Observation #3 (Tentative schedule)

March 26 Shay

March 27 Erika

Thw✓ - March 28 Mark -10:20-11:10

April 2 Richard

April 3 Haley

April 5 Cody

Teacher Fair—Portales April 26 (required)

April 1-5—set up the appointments to observe in other schools and/or grades.

These are to take place ^{April 29-May 3rd} ~~May 6-10~~. Observations—one day, if you wish, in your current assignment and 4 days in other schools.

Make up missed days—May 13-17.

Email me the schedule for these last two entries.

CONFERENCE CHECKLIST

PRE-CONFERENCE

1. Notify
 - Purpose, Place, Time, Length of time allotted
2. Prepare
 - Review child's folder
 - Gather examples of work
 - Prepare materials
3. Plan Agenda
4. Arrange environment
 - Comfortable seating
 - Eliminate distractions

CONFERENCE

1. Welcome
 - Establish rapport
2. State
 - Purpose
 - Time limitations
 - Note taking
 - Options for follow-up
3. Encourage
 - Information sharing
 - Comments
 - Questions
4. Listen
 - Pause once in awhile!
 - Look for verbal and nonverbal cues
 - Questions
5. Summarize
6. End on a positive note

POST CONFERENCE

1. Review conference with child, if appropriate
2. Share information with other school personnel, if needed
3. Mark calendar for planned follow-up

**TIPS FOR DEALING WITH AGGRESSION
DURING CONFERENCE**

DO

1. Listen.
2. Write down what they say.
3. When they slow down, ask them what else is bothering them.
4. Exhaust their list of complaints.
5. Ask them to clarify any specific complaints that are too general.
6. Show them the list and ask if it is complete.
7. Ask them for suggestions for solving any of the problems that they've listed.
8. Write down the suggestions.
9. As much as possible, mirror their body posture during this process.
10. As they speak louder, you speak softer.
11. Follow up (respond verbally or in writing).
12. File all documentation.

DON'T

1. Argue.
2. Defend or become defensive.
3. Promise things you can't produce.
4. Own problems that belong to others.
5. Raise your voice.
6. Belittle or minimize the problem.

Parent-Teacher Conferences

When a problem is present-----

Necessary elements for teacher:

- Be prepared
- Be dependable
- Keep sense of humor
- Develop creativity
- Practice discussion ability
- Demonstrate willingness to share
- Show beautiful smile
- Exhibit common courtesy
 - not on first name basis unless parent asks you to call by 1st name
 - good idea for you to stay on last name basis for yourself (psych.)

Helpful Hints:

- Do not talk about or allow parent to talk about any other teacher or the principal.
- Find points of praise about child ("well-developed vocal abilities")
- Avoid defensiveness and don't put parents on defensive--no attacks
- Rather: "I have a problem. Can you help me?"
 - And "Let's work together."
- Remember the child belongs to the parent.
- Do not sit behind your desk.
- Seat parent at same height or higher than you are seated.
- Face parent away from a possibly glaring window.
- Have something for parent to look at: (Some or all of these)
 - child's portfolio; grades; attendance and dates; tardies and dates; list of papers missing with date all make-up is due.
- Keep in mind: you and the parent want success for the child.
- Develop a plan of remedial action ("What we can/will do.")

7 WAYS TO BUILD STUDENTS' SELF ESTEEM

The most important thing you can give your students, more important than any subject matter, is a sense of self-esteem. It's likely there will be students in your classroom who come to school with poor self-esteem. They won't care about their achievements or they'll shun your acknowledgement of their worth. They'll be afraid, though they may never say so, that they'll never be good at anything.

Children, like adults, need to know that others appreciate them if they are to develop self-esteem. Here are some ideas to consider:

- 1. Build in success.** Create situations where failure is not likely to occur and structure tasks into a series of easy-to-achieve steps. Help the child to build a chain of continuous, unbroken successes.
- 2. State the positive.** Stay away from typically judgmental evaluations like "right" and "wrong," "good" and "bad." Try describing children's work instead, telling them what you see and how you feel about it.
- 3. Capitalize on achievements.** Use one success to create another. Share successes with parents through notes home, reading the note to the child first.
- 4. Watch for sparks of interest!** Fan the tiny sparks to help the child who cannot grow or learn successfully yet to relate to you and his/her classmates.
- 5. Share tangible evidences of success.** Keep a collection of children's writing, drawings, and other work. Encourage parents to display their children's work—all work, not just the A+ work.
- 6. Make your expectations realistic ones.** Clearly state them and explore if your expectations resemble your students' expectations.
- 7. Find ways to relieve boredom!** Acknowledge when a task becomes boring and children won't resist it so much. Empathize a little!

From How to Survive as a Teacher!!!

NEA-New Mexico