

How TeachLivE™ Transformed Our Teaching Practices in Reading Education and Pre-service

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This article describes the collaborative journey of two elementary education instructors at a large metropolitan university in the Southeast Region of the United States as they transformed and developed an innovative, engaging, and meaningful assignment utilizing adult avatars in TeachLivE™ to simulate parent-teacher reading conferences. The process used and tools created are shared to allow for replication. Results and outcomes are provided using concrete examples to demonstrate how this experience improved their teaching and their pre-service teachers' parent conferencing skills.

Preparing future educators for the multi-faceted role of becoming a classroom teacher is complex and challenging. It requires constant prioritization of what we perceive to be the most significant content and pedagogical needs of pre-service teachers. As reading education instructors, our lens in this process is somewhat narrowed. Although our focus is specific to the area of reading, we still must make instructional decisions that equip our pre-service teachers with a deep understanding of the tenets of reading instruction, refine their skills to administer and interpret reading assessments, and develop their communication skills related to reading instruction and assessment for various stakeholders, including colleagues, school leaders, and caregivers. In our courses, we select teaching strategies and contexts that not only help our students learn the content and skills outlined in our course objectives, but also model effective pedagogical practices that we want our students to use in their future classrooms. Some of our commonly used teaching strategies and instructional contexts include: cooperative learning, experiential learning,

case studies, use of shared data, classroom video footage, and role plays. Just over ten years ago, however, we had a unique opportunity at our university to consider a new instructional context, a virtual learning environment called TeachLivE™, which offered an opportunity for pre-service and in-service teachers to practice their teaching skills with virtual children, rather than actual children, in an approximation of practice.

TeachLivE™ was developed in 2006 at the University of Central Florida (UCF), and has since been used by pre-service and in-service teachers throughout the United States (Dieker, 2011). The TeachLivE™ environment allows for virtual rehearsal of pedagogical and procedural teaching skills. Interactive avatars are used in simulation experiences. The pre-service or in-service teacher sees an avatar (or avatars) on a screen, and the interactor (who may or may not be on campus and is the person who portrays the avatar's movements and dialogue) sees the pre-service or in-service teacher via a web-based camera positioned in the virtual lab. The interactor speaks for the avatar using either a script provided by the course instructor or by adlibbing according to

the instructor's request. This frees up the instructor to observe the pre-service (or in service) teacher. Following the approximation of practice, feedback is given to the pre-service or in-service teacher to improve their practice. The first generation of avatars developed in TeachLivE™ were middle and high school aged students, with mild to moderate learning disabilities.

From TeachLivE™'s inception, faculty were encouraged to experiment with this virtual environment. Some early adopters quickly "jumped on board," adapting and even developing assignments for the TeachLivE™ environment. I (first author) was not one of them. I had a difficult time conceptualizing how TeachLivE™ could better facilitate my student's acquisition of course objectives than what I was currently doing. I was skeptical about how this context could be more meaningful and relevant because my courses required students to assess, diagnose, and instruct elementary school-aged students in reading. I thought, "Why would I replace real students with virtual students?" Then, in 2014, TeachLivE™ added adult avatars that could act as a principal, instructional coach, or parent. Ultimately, it was the addition of the adult avatar that evoked a shift in my thinking about how this instructional context could be used to better prepare teachers.

As the instructors of a Reading Practicum course, RED 4942, we began to brainstorm how the addition of an adult avatar offered an opportunity to provide pre-service elementary teachers with the experience of communicating reading assessment data and instructional plans with caregivers. In the Reading Practicum course, each elementary pre-service teacher is required to complete a diagnostic and corrective reading case study on an elementary-aged student. In this course, the pre-service teacher wrote a letter to the parent of the child they completed their case study

on, and in this parent letter, the pre-service teacher described the reading data that he/she collected, the instruction employed, and suggestions for at-home support. The parent letter was an assignment in the course, and not actually given to the parent. Our brainstorming around the use of TeachLivE™ led us to develop and require a parent-teacher reading conference with an avatar intended to represent the parent of their case study child in lieu of the traditional parent letter from their case study project. We recognized that teachers rarely write an individual letter describing the assessments and instruction being used in the classroom to each parent, rather the most common form of parent-teacher contact is the parent teacher conference. For this reason, we felt that the use of the avatar for the parent-teacher reading conference elevated the parent letter task, thus creating a more meaningful and relevant assignment. This article chronicles our journey as we developed an innovative, meaningful assignment in TeachLivE™, and highlights how the assignment development and implementation improved both our own teaching and our pre-service teachers' parent conferencing skills.

Getting Started: Preparing to Launch the Project

We knew we wanted to observe our pre-service teachers while they conducted a parent-teacher reading conference and provide them with feedback, but we were unsure exactly where to start. We collaborated with a doctoral student and we came across a model that we felt could be adjusted for our pilot project. Recognizing that parent conferencing skills are rarely taught explicitly in teacher preparation programs, Dotger, Dotger, and Maher (2010) adapted a "case" approach often used in medical schools with pre-service teachers with success. Dotger et al. (2010) developed the Simulated Interaction Model (SIM). The

SIM involved parent cases (or simulations) acted out by Standardized Parents (SP) who were trained to emulate the attributes in each case. Pre-service teachers interacted with SPs and faculty gave them feedback following the simulation (Walker & Dotger, 2012). Walker and Dotger (2012) found that pre-service teachers who participated in a simulation (case) improved their ability to structure a conversation with a parent and were more responsive to a parent. From their research, they identified seven desired conferencing behaviors, four they described as structuring (such as a “positive opening”) and three they labeled as responsive behaviors (such as “maintaining a positive relationship”). We started our project using the seven behaviors they identified in our observational tool (Kelley & Wenzel, 2017), but significantly revised the tool as a result of our research. We will share more on our observational tool and’s development and evolution later in this article.

Year 1

During the first year of implementation, at least two raters observed each pre-service teacher using an observation tool, in order to provide specific, concrete feedback. After the parent teacher conference and before receiving our feedback, the pre-service teacher completed a post-conference reflection evaluating his/her performance during the conference using a reflection tool that mirrored our observation tool. In our feedback session with each pre-service teacher, we shared what we observed in the conference and compared that to their perceptions. Collaboratively, we determined if the pre-service teacher needed to conduct a second parent-teacher conference in order to demonstrate the skills listed on the observational tool. If a second conference was required, the pre-service teacher was asked to identify a goal for improvement

from the observational tool to focus on in the second conference. Once we completed our TeachLivE™ conferences in year 1, we debriefed and realized that we needed to make changes to our observational tool and in our own teaching.

Identifying reading assessment conferencing best practices. Because of our observations and debriefing, we set out to revise our observational tool to better reflect the reading conference focus. In that semester, we identified reading assessment conferencing best practices (see Table 1).

Table 1
Reading Assessment Conferencing Best Practices

Structuring Behaviors	
Conference Opening	Introduce self, use specific praise, state a purpose for the conference
Gathering Information from Parent	Seek input from parent regarding reading behaviors at home, asks about parent’s concerns/questions
Sharing Reading Data	Use understandable terminology, accurate data reporting and interpretation, shares grade level performance
Identifying Next Steps	Shares what is being done at school based on data, provides specific ideas for at-home support
Responsive Behaviors	
Maintaining Positive Relationship	Show interest in student, validates, praises effort, encourages effort
Managing the Conference	Maintains flow, mindful of time, keeps conversation on track, meets conference purpose
Exhibiting Professionalism	Arrives on time, dresses professionally, uses content-specific language
Communication	Speaks clearly, uses transitions to connect ideas, uses grammatically correct English, displays engaging body language, eye contact

By refining our observation tool, it was not only easier for us to determine whether or not key behaviors were demonstrated during the virtual parent-teacher conference, but also our expectations for what students should be able to demonstrate during the conference were more transparent. This enabled the observation tool to have a dual purpose in helping our students prepare for the conference, and for some, to make decisions during the conference about how to navigate the discussion with the parent to meet the goals of the project and develop their conferencing skills. Additionally, the revised observation tool guided us in making course revisions to better prepare our pre-service teachers to communicate more effectively related to reading assessment and instruction.

Planning for just-in-time probing during conference rehearsals. An additional outcome of revising our observational tool for this project was to provide the parent avatar interactor with more specific scripted prompts to use during the conference. For example, “Are they on grade level?”, open-ended questions such as, “What are you doing to help him/her?”, and “What can I do at home to help him/her?”. “What do you mean they aren’t fluent, they speak perfect English?” and “What’s a DRA?” were given as possible responses if students shared a reading assessment data point that was ambiguous or offered an acronym or content-specific term without explanation. While these changes may appear to be behind-the-scenes in nature, identifying specific examples of questions that our students might be faced with during a virtual session allowed us to better anticipate and provide the just-in-time learning opportunities that they needed. For example, the use of a probing question on the part of the parent avatar helped uncover student misconceptions and/or limited knowledge around either the assessment that they were discussing or the area of reading to

which the assessment aligned. Conversely, the probing by the parent avatar allowed some students to demonstrate their knowledge of reading and reading assessment. This refinement in our process also allowed us to offer more equitable virtual rehearsal experiences for all of our students.

Addressing student misconceptions and limited knowledge. Lastly, and perhaps most importantly, upon reflecting on our students’ reading conference behaviors across the first year of the project, we identified some common areas of weakness in our elementary pre-service teachers’ knowledge and skills. Beyond offering feedback in our conference sessions, we decided to make course revisions to address these common weaknesses directly through other course assignments and learning experiences.

One common observation was our pre-service teachers’ difficulty in explaining reading levels to the parent avatar. For the case study, our pre-service teachers are required to do an informal reading inventory to determine the student’s reading level. When probed by the parent avatar (as we had scripted the interactor to respond), some of our pre-service teachers could not differentiate between instructional and independent reading levels, and many could not explain what the student’s reading level meant. For example, if a student was reading at the independent level with a Level 18 text on the Developmental Reading Assessment (Beaver, 2012), meaning they were reading at an end-of-first-grade level, many pre-service teachers were unable to explain how a Level 18 correlated to grade-level text difficulty and/or the individual students’ grade-level progress. We knew that pre-service teachers learned about reading level and text levels in the prerequisite course on diagnostic and corrective reading. Concerned that students were having difficulty with this concept, we

held articulation meetings with the instructors of this course, sharing our observations and brainstormed how we could better support student learning. In an attempt to provide additional instructional support in this area, we made the following pedagogical shifts in our course: 1) used more specific probes during individual data conference meetings held between the pre-service teacher and the instructor to confirm that each pre-service teacher understood the reading level(s) that he/she has assessed, 2) modified the course pre-test to assess pre-service teachers' prior knowledge of reading assessment and instruction to identify students who would benefit from support related to informal reading inventories, and 3) provided an additional online tutorial and an optional professional development on how to administer and/or interpret an informal reading inventory, in addition to face to face content.

Another common issue was the pre-service teachers' inability to explain a phonological concept in which an elementary-aged child struggled. For example, if the pre-service teacher shared with the parent avatar that the school-aged child had difficulty with a phonics skill, such as "long vowels," the parent avatar was scripted to probe further and ask for an example of the phonics skill or even for a word that would fit the phonics pattern. Many of the pre-service teachers could not explain the phonics skill to the parent avatar, or when prompted, pronounced the phoneme that was being discussed incorrectly.

Our elementary pre-service teachers not only had difficulty with reading terminology and explaining reading data, but they also had communication issues, ranging from the overuse of conversational fillers (such as "um's") to the over use of colloquial language (such as "awesome"). While we expect some conversational fillers, one pre-service teacher had over 50 "um's" during a

seven minute conference. This was more prevalent than not, and caused us to think more deeply about the importance of clear communication, what that looks like and sounds like.

Our realizations from year 1, led us to expand the observation tool to be used for coding purposes during TeachLivE™ sessions (Kelley & Wenzel, 2018). We added concrete examples, refined evaluation criteria, used a continuum from developing to applying criteria, and we renamed the instrument as *Researcher Parent-Teacher Reading Coding Tool* (see completed example in Appendix A). The continuum language was strategically chosen to mirror the teacher evaluation language being used in our local school districts. We went from seven criteria to eight, and we renamed some of the criteria and the descriptors to reflect our expectations based on course objectives and local teacher evaluation frameworks (Kelley & Wenzel, 2018).

Year 2

Entering the second year of the project's implementation, we used the revised criteria on the *Researcher Parent-Teacher Reading Coding Tool* and brainstormed ways to more clearly convey our expectations to our students. We came up with two additional components to support the parent-teacher conference project: an online module to better complement our face-to-face content and support the implementation of the project, and a project rubric (see Appendix B: Assignment Rubric Parent Teacher Conference Project) to help us grade the pre-service teachers during this multi-step project. During the first year of implementation, we had required pre-service teachers to do a second parent-teacher conference if they demonstrated underlying misconceptions, such as those we described earlier, like issues with terminology and data sharing, as well as problems with

professionalism (dressing appropriately and arriving on time). Therefore, entering year two of the project, we revisited our goals for the project and the alignment to course objectives, and we established the structuring behavior of “Sharing Data” and the responsive behavior of “Professionalism” as constraining. This meant that if a pre-service teacher did not demonstrate proficiency (as defined on our rubric) in these two non-negotiable areas, they would be required to do a second conference.

Further development of course content and the parent teacher conference project. Prior to the development of this project, the Reading Practicum course included an online module designed to help pre-service teachers learn more about communicating with the parents and caregivers of their future students. As this project was developed and evolved, however, we made revisions to the online module to include content that would further support our students in areas that we had observed. Additionally, we expanded the in-class activities that we used to help our students think about parent conference planning and develop communication skills. For example, one in-class activity that we developed was to give our pre-service teachers a chance to work in groups and chart the sequence and considerations of an “ideal” parent-teacher conference. At the time of this activity, the pre-service teachers had not yet had any online content on the topic of parent involvement and communication, nor had they had any experiences in TeachLivE™. After each group finished their charting their ideas and sharing with the class, we facilitated a discussion about the similarities among their ideas and some of the strategies for communication that had emerged (for example, opening the conference with positive, specific comments about the child, carefully considering the setting of the conference and arrangement of chairs to

make parents feel welcome, etc.). Then, we presented the students with the Reading Assessment Conferencing Best Practices (from Table 1), and asked them to consider how the Structuring Behaviors (conference sequence) and Responsive Behaviors compared to the ideas that they had generated, both as a small group and collectively as a class. We have found that this is a powerful activity because it consistently leads our pre-service teachers to realize that, while they carefully consider their own role in preparing for and delivering information during the conference, they often overlook opportunities to include the parents/caregivers’ role in sharing data and identifying goals. As a result of this activity, we have found that our students are seemingly more reflective in thinking about how the parent conference is a vehicle to truly collaborate with caregivers. In addition, by sharing the Reading Assessment Conferencing Best Practices, our students are introduced to our expectations of their virtual parent conference assignment, as the behaviors and indicators that we present are the same as those that are used on the *Researcher Parent-Teacher Reading Coding Tool* in TeachLivE™.

Refining project feedback and assessment using the project rubric. We recognized that we needed to develop a project rubric to help us equitably assess our pre-service teachers and obtain a grade for their efforts. The project involves four procedural steps (see Table 2), as well as behaviors to be exhibited during the parent-teacher conference, those reflected in our reading assessment conference best practices.

Table 2
*Parent-Teacher Conference Project
 Procedural Steps*

1. Complete Pre-Efficacy Survey for Parent-Teacher Conferencing prior to project initiation.
2. Sign up for, prepare, attend, and actively participate in a data conference.
3. Sign up for, prepare, and participate in TeachLivE™ mock conference (complete a 2 nd conference if required).
4. Complete Post Conference Reflection and Pre-Efficacy Survey for Parent-Teacher Conferencing.

We assigned a score for each procedural task and conferencing behavior using a five-point scale. A student would receive zero, two point five, or five points depending upon the indicators listed on the rubric and their performance. For example, for the procedural task of “Attended and Actively Participated in Data Conference”, if the student did not attend they would get zero points (see Appendix C: Data Conference Form). If a student attended, but was not prepared in one or more of the following ways: an incomplete data conference form, missing/ disorganized assessment artifacts, limited contributions to discussion of student data and goal-setting for instruction, they received two point five points. If a student attended and actively participated by: bringing a completed data conference form and assessments, being organized, and contributing to the discussion about student data and goal-setting for instruction, they received five points. For the conference behaviors, we used our coding tool to tease out indicators for each conferencing behavior. For example, for the area “Sharing Reading Data”, we identified five indicators of this behavior: using assessments or other

documents to support the conference, responding to parent’s specific questions, using easily understood terminology, accurately reporting reading data, and accurately sharing how the child’s reading behaviors align to grade level expectations. If a student demonstrated 4-5 indicators they received five points, 3 indicators two point five points, and 2 or less indicators zero points. If the student was not required to do a second conference during the feedback following the conference, we shared their project scores and they could decide whether they wanted to complete a second conference. If they were pleased with their scores, the scores were totaled to get an overall project grade. If the pre-service teacher was required to complete a second conference because they did not demonstrate competency in sharing data and/or professionalism, they were required to set a goal to improve and were observed to determine if the goal was met (either an increase in indicators met or quality of responses to parent avatar). Following the second conference and debrief the project score was totaled based on their performance (see Appendix A: Assignment Rubric: Parent Teacher Conference Project).

Results and Discussion

As is the case when educators engage in reflective practice, our understanding of our students’ learning needs and our approach to providing instructional experiences to meet their needs were refined over the course of the parent-teacher virtual conference project rollout. Beyond our own personal reflections, the data obtained from a 4-semester series of parent-teacher conference projects suggests positive trends in our students’ learning and parent-teacher conferencing skills.

During the second year of implementation, the number of students required to do a second conference was

markedly lower than year one. We attribute this decline to two factors. First, we better prepared the pre-service teachers for the parent teacher conference based on year one implementation and the observation tool had been refined and aligned to the project rubric that we used to evaluate the pre-service teachers, allowing us to be more specific in regards to feedback with students. In addition to fewer pre-service teachers needing a second conference, the quality of the conferences (evidenced by our observations and use of the observation protocol) also improved. Students were more prepared and ultimately appeared more confident.

Henderson and Hunt (1994) suggest that the parent-teacher conference is most significant opportunity to foster collaboration and communication with families. Research has long posited that parental involvement is an important contributing factor to student achievement, yet little time in teacher preparation programs is devoted to preparing pre-service teachers to communicate with parents (Dotger, Harris, Maher, & Hansel, 2011). Simulation in TeachLivE™ through approximations of practice, allowed our pre-service teachers the opportunity to conduct a parent-teacher conference, without irrevocable damage (Kelley & Wenzel, 2017) and afforded us the opportunity to observe and provide feedback. For a few of our pre-service teachers TeachLivE™ is a rehearsal for a live conference, but most of our students do not have the opportunity to confer with the parent of the child they completed their case study on due to the nature of their internship placements. They spend 2 days a week in one placement for 7 weeks and then switch to a different placement for 7 weeks. Additionally, in our class of 35 pre-service teachers, typically they are interning in 35 different schools, making it nearly impossible for us to be present at every parent- teacher conference. We credit the

TeachLivE™ environment for allowing us to explore, invent, and innovate. Although we have access to TeachLivE™ for free, through a technology fee charged to students, and many institutions across the United States pay for its' use, we recognize that not all teacher educators have access to TeachLivE™. However, we believe the tools we have created; especially the parent teacher conference best practice indicators can be used with or without TeachLivE™ in simulations with peers serving as parents. TeachLivE™ has not only helped us improve our pre-service teachers' parent teacher reading conference skills, but has also strengthened our teaching.

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Appendix A

Completed Researcher-Teacher Reading Conference Coding Tool

Participant Code 1009 Coder's Initials MK 1st Conference Date 11/9 2nd Conference Requested _____ 2nd Required _____

Researcher Parent-Teacher Reading Conference Coding Tool			
Structuring Behaviors	NO	Developing	Applying
1. Opened the conference by...			
introducing self. ✓			
using parent's and child's name. ✓			
using specific comment(s) to affirm or praise the child. ✓		Used some comments to affirm or praise child, but non-specific (the child is great...fun...awesome).	Used specific comments to affirm or praise the child (ex. the child did great during the math activity, they could count by 5's). "Outgoing, makes friends easily" ✓
stating the purpose of the conference specific to reading assessment data. ✓		Identified a purpose for the conference referencing data or instructional goals in general/nonspecific terms (I'd like to talk about your child's reading) and/or lacked clarity.	Identified conference purpose specific to reading assessment data (I'd like to talk about your child's phonics, specifically long vowel knowledge). - fluency and phonics ✓
2. Gathered information from the parent by ...			
asking if they had specific concerns/questions they wanted addressed in the conference. ✓			
seeking input regarding out of school reading habits. ✓			
actively listening and responding. ✓		Some listening and responding.	Actively listened to the parent by nodding, taking notes, repeating what parent stated, and/or probing. ✓
3. Shared reading data by...			
Using the data conference form or other documents. ✓		Used minimal data sources and/or had documents but did not use them.	Used data conference form or other documents while sharing data. ✓
responded to the parent's questions with specific answers. ✓		Responded to parents questions, but not necessarily answering them in full, correctly, and/or vague (Oh I think your child will be fine).	Responded to the parent's questions with specific answers. - clarified fluency (rushes, reads too fast) - clarified confusions w/ long & short vowels ✓
using terminology the parent could easily understand. ✓		Used some terminology but did not fully or accurately explain acronyms or content-specific language.	Used terminology easily understood by parent (no acronyms or explained acronyms and/or content-specific language). ✓
accurately reporting reading data interpretations. ✓		Shared somewhat accurate interpretations of assessments/data.	Shared completely accurate interpretations of assessments/data. ✓
accurately sharing how the child's reading behaviors align to grade level expectations. ✓		Somewhat shared how child's reading behaviors align to grade level expectations (ex- seems to be doing fine, no need to worry, he's doing well).	Accurately shared how child's reading behaviors align to grade level expectations. Explained student is at a Level 4 in "K" which is on level for when tested (Sept) ✓
4. Identified next steps by...			
sharing what would be done at school to improve reading. ✓		Vaguely identified "next step" procedures and/or next steps which may not be aligned to student's needs.	Identified feasible "next step" procedures aligned to student's needs. - will work on 1, model and demonstrate rate ✓

Elley & Wenzel, 2016 (Adapted from Walker & Dotger, 2012)

Um's - 1111

Participant Code 1009 Coder's Initials MK 1st Conference Date 11/9 2nd Conference Requested _____ 2nd Required _____

providing ideas for at home support to improve reading. ✓		Provided parent with non-significant home ideas to improve (vague, not specific to student's needs).	Provided parent with home ideas to improve (specific, feasible examples related to student's needs). ✓
Responsive Behaviors			
5. Maintained a positive relationship by...			
being positive. ✓		Sometimes maintained a positive tone and/or inconsistent.	Maintained a positive tone by smiling, gesturing, good posture, and/or appropriate tone. ✓
showing a genuine interest in the student's well-being. ✓		Showed little interest in the student's well-being and success.	Showed interest throughout the conference in the student's well-being and success by being animated, nodding, agreeing, and/or notetaking. ✓
praising, encouraging efforts, and/or validating ideas/feelings. ✓		Validated little or showed little about parent's ideas and feelings.	Validated/ showed parent's ideas/and feelings throughout the duration of the conference. ✓
6. Managed the flow by ...			
maintaining the flow. ✓		Did not manage time (too short, too long, or may have spent too much time on one aspect of the conference).	Managed time well (finished on time or slightly early), clear, succinct. ✓
keeping the conversation "on track." ✓		Held conversation but did not keep it "on track". May have lost track of purpose.	Conversation was "on track" for the most of the conference ✓
meeting the purpose of the conference. ✓		Somewhat met the purpose of the conference.	Met the purpose of the conference as stated in the opening. ✓
7. Exhibited professionalism by...			
arriving on time. ✓			
dressing professionally. ✓			
using content-specific language. ✓		Used content-specific professional language minimally.	Used content-specific professional language throughout the conference. ✓
8. Clearly communicated by...			
using transition words to connect ideas (rather than conversational fillers). ✓		Used some transitional words, but used conversation fillers (ex- um, definitely, excited, okay, awesome, yea).	Used transitional words to connect ideas and primarily stayed away from conversational fillers. Minimal use, tailored 4 um's ✓
using grammatically correct English. ✓		Used grammatically correct English inconsistently during the conference.	Used grammatically correct English throughout the duration of the conference. ✓
Displaying appropriate, engaging body language. ✓		Displayed some welcoming body language throughout the duration of the conference (posture, facial expressions, gestures, and/or eye contact).	Displayed consistent welcoming body language throughout conference (posture, facial expression, gestures, and/or eye contact). ✓

* In order to be excused from mock conference #2, candidate must demonstrate all behaviors in sharing data and exhibiting professionalism, and can only miss one behavior in each of the other areas.

Student Identified Goal for Conference #2 if required or desired _____

Elley & Wenzel, 2016 (Adapted from Walker & Dotger, 2012)

Appendix B
Assignment Rubric: Parent Teacher Conference Project

	0 points	2.5 points	5 points
Completion of Ongoing Assignment Tasks (Max. 45 points)			
Completed Pre-Efficacy Survey for Parent Teacher Conferencing (online)	Not completed	Completed after identified deadline	Completed by identified deadline
Signed up for Data Conference	Not completed	Completed after identified deadline	Completed by identified deadline
Signed up for Mock Teacher Conference #1	Not completed	Completed after identified deadline	Completed by identified deadline
Attended and Actively Participated in Data Conference	Did not attend	Attended, but was not prepared in one or more of the following ways: *Incomplete Data Conference Form *Missing/Disorganized assessment artifacts *Limited contributions to discussion of student data and goal-setting for instruction	Attended and actively participated by: *Bringing a completed Data Conference Form and assessment *Organized presentation of assessment artifacts *Contributions to discussion about student data and goal-setting for instruction
Brought Revised Data Conference Form to PTC #1	Did not bring and/or not completed	Brought Data Conference Form included one or more of the following errors: *not completed * did not include highlighted data cells based on goal areas *did not include instructional goals identified at data conference	Brought Data Conference form: *was typed & free of errors *included highlighted data cells based on goal areas *included instructional goals identified at data conference
Participated in Mock Conference #1	Did not participate	Attended conference: *late or *without Data Conference Form	Attended conference: *on time *with Data Conference Form (and other supporting documents if desired)
If needed, signed up for Mock Teacher Conference #2	Not completed	Completed after identified deadline	Completed by identified deadline

0 points		2.5 points	5 points
Completion of Ongoing Assignment Tasks (Max. 45 points)			
If needed, participated in Mock Conference #2	Did not participate	Attended conference: *late or *without Data Conference Form	Attended conference: *on time *with Data Conference Form (and other supporting documents if desired)
Completed Post-Efficacy Survey for Parent Teacher Conferencing (online)	Not completed	Completed after identified deadline	Completed by identified deadline
Parent Teacher Conference Indicators Met (by Conference #2)- <i>See Student Parent Teacher Conference Reflection Form for specifics on indicators</i> Max. 40 pts.			
Conference Opening	0-1 indicators met	2 indicators met	3-4 indicators met
Gather Information	0 indicators met	2 indicators met	3 indicators met
Sharing Reading Data	0-2 indicators met	3 indicators met	4-5 indicators met
Identifying Next Steps	0 indicators met	1 indicator met	2 indicators met
Maintaining Positive Relationship	0 indicators met	1 indicators met	2 indicators met
Managing the Conference	0-1 indicators met	2 indicator met	3-4 indicators met
Exhibited Professionalism	0-1 indicators met	2 indicator met	3 indicators met
Communication Skills	0-1 indicators met	2 indicator met	3 indicators met
0 points		15 points	
Evidence of Growth from Mock Conference #1 to #2 in Goal Area Max. 15 pts. If student was required to do a second conference.			
Increase in indicators met or quality of responses to parent	No evidence of growth or	-----	At least 1 additional indicator met in the identified goal area or Evidence of improved quality of responses across

0 points		2.5 points		5 points	
Completion of Ongoing Assignment Tasks (Max. 45 points)					
	Fewer indicators met in the goal area at Conference #2			conferences (if all indicators were already met at Conference #1)	
Conducted One PTC TOTAL SCORE: _____/ 85			Conducted Two PTCs: _____/100		
COMMENTS:					

Appendix C
Data Conference Form

Student's Age _____

Student's Grade _____

Gender: M__ or F__

Relevant Background Information:

RESULTS

Area Assessed	Tool Used	Student's Strengths	Student's Needs
Motivation: Interests			
Motivation: Attitude			
Comprehension: Reading Level			
Fluency			
Spelling			
Phonemic Awareness			
Phonics			
Observations of Reading			
Text Feature Assessment			

Focus for Future Instruction (based on data)