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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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" ✓	4/4
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. ✓				3/3
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 ✓	5/5
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 1 on 1, model and demonstrate rate	

Kelley & 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). ✓	2/2
Responsive Behaviors		—suggested word sort follow up at home of long & short vowels; recommended activity @ starfall.com.		
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. ✓	3/3
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 ✓	3/3
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. ✓				3/3
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, tallied 4 um's ✓	3/3
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 _____

Kelley & 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)- *See Student Parent Teacher Conference Reflection Form for specifics on indicators* 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:

<div align="center">RESULTS</div>

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)