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A Status Study of Parent-Teacher Conferences in First-Class Districts in the State of Washington

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**A STATUS STUDY OF PARENT-TEACHER CONFERENCES IN
FIRST-CLASS DISTRICTS IN THE STATE OF WASHINGTON**

by

Ada O. Shockley

**A paper submitted in partial fulfillment of the requirements
for the degree of Master of Education, in the
Graduate School of the Central Wash-
ington College of Education
at
Ellensburg, Washington**

August, 1952

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The following paper is approved as a partial fulfillment of the requirements for the degree of Master of Education in the Graduate School of the Central Washington College of Education.

Committee:

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TABLE OF CONTENTS

Chapter		Page
I	Introduction	1
II	Review of Related Writings	10
III	Procedure and Organization of Data .	17
IV	Summary and Conclusions.	39
	Reference List	54
	Appendix	57

Chapter I

INTRODUCTION

Today, as in the past, parents, teachers, and administrators, are vitally interested in each child participating in a program that will stimulate maximum intellectual, emotional, and physical development.

D'Evelyn¹, in her book, Individual Parent-Teacher Conferences, says:

The home and school have joint responsibility for a child's development. What happens to him in either place affects his total behavior. In order to help him develop a well-balanced personality structure, the home and the school must cooperate in working out a suitable program of activities and experiences. Individual parent-teacher conferences are one of the most satisfactory means of making this cooperative planning possible.

The parents and teachers consider ways and means for improving the learning situation, and work together for the best interests of the child. The teacher, through her observation of the child as he participates and reacts to the social life of his school, is usually able to indicate to parents various tendencies that need to be evaluated.

The Parent-Teacher Conference provides a way for the teacher to explain her purposes and objectives as she guides the children. Parents have the opportunity to receive answers to their problems about education. It gives the teacher an opportunity to discuss the philosophy of her program with the parent.

¹D'Evelyn, Katherine E., Individual Parent-Teacher Conferences. New York: Bureau of Publications, 1950, p. 1.

Muriel Brown², in her bulletin, A Guide to Better Home-School Relationships, gives the following values of conferences:

Values in General

Parents, children, and teachers working together have learned to appreciate each other. Mutual understanding, respect, and confidence have developed as people revealed their responsibilities in joint problem-solving. Out of successfully shared experiences have come new feelings of personal worth and personal responsibility for behaving well one's self, and for helping to create conditions favorable for the achievement of values by others. Tensions between home and school have been reduced, and there has been a consequent lessening of strains in the lives of teachers, parents, and pupils.

Values for Children

Wonderful things may happen to children when they sense a unity of purpose between their homes and schools. They make better progress because:

Their teachers know more about them, and give them more help.

Their parents understand what teachers are trying to do.

Their adjustment problems are solved in better ways because home and school are working together to find and deal with causes.

They are released from the tensions which develop when requirements of homes and schools are in conflict, or are not coordinated.

They feel more secure because parents, teachers, and children like each other better and are surrounded by an atmosphere of friendly purpose.

²Brown, Muriel W., "A Guide to Better Home-School Relationships," Bulletin of the Association for Childhood Education International, Washington 5, D. C., 1950, pp. 5-6.

Values for Parents

Parents benefit as much as children do when homes and schools are in genuine partnership. They develop feelings of status and greater security in the parent role. Their experience is enriched through opportunities to keep up with advancing knowledge about children, education, and family development through:

Opportunities for gaining skill in cooperative action.

Opportunities to take part in a variety of useful activities which are personally satisfying.

Experiences with many different kinds of families, and many different kinds of educational needs and problems.

The sharing of experience and ideas with other parents.

The awakening of interest in issues and problems affecting homes, schools, and children.

Luise Reszki³, in her article, The Parent-Teacher Conference--A Cooperative Plan, lists the following values of the parent-teacher conference:

1. "It enables the teacher to know the child and his developmental tasks."
2. "It provides insight into the problems that center in the home, but effect the child's school life."
3. "It prevents wasted teacher effort of focusing attention on the problem rather than on the symptom."

³Reszki, Luise, "The Parent-Teacher Conference--A Cooperative Plan." The National Elementary Principal Reporting Pupil Progress, Volume XXXI, No. 6, June, 1952.

4. "It provides the teacher with insight into the manner in which parents deal with their children."

5. "It establishes a parent's confidence in the teacher."

6. "It gives parent an opportunity to know the teacher as a person."

7. "It helps the parent understand the goals of teaching, etc."

8. "It helps parents understand the school environment, and its demands upon the child."

9. "It provides assurance to the parent that the teacher values the child as a person, and is anxious for his success."

10. "It encourages parent participation in the program of evaluation."

"The success of the program rests, without doubt, upon the sincere belief in the worth of the parent-teacher conference, the willingness to give infinitely of time and energy, and the cooperative spirit of all participants in developing a plan to meet the needs of the school and community."

Every report to parents from our schools is a valuable tool in promoting public relations. Through parent conferences, teachers help the parent understand the school. When parents find that their child is reading in first grade even though he does not read out of a book, when they understand the importance of a readiness program for every skill that is to be learned, and when they know that teachers do teach phonics, they will be more willing to cooperate with the school, and will have some basis on which to evaluate the present day attack on educational methods. If the relationship

is established, and the value of the relationship made to the parents, teacher and child will depend upon the skill and understanding of the teacher guiding the conference. The teacher must have some knowledge of good techniques of interviewing.

Annette Garrett⁴, in her book, Interviewing Its Principles and Methods, writes that the first step in an interview is to help the individual being interviewed relax and feel fairly comfortable. This situation is difficult to accomplish, unless the interviewer himself is relaxed. A good approach is to encourage him to talk, and then to listen carefully while he speaks. This approach gives the interviewer a chance to get acquainted with him.

The interviewer should also be familiar with certain facts about the nature of human beings. In our relationships with other human beings, intellectual understanding is useless unless accompanied by emotional understanding.

The central method of interviewing is the fine art of questioning. A good general rule is to question for only one of two purposes--to obtain specially needed information and to direct the client's conversation from fruitless to fruitful channels. In general, leading, rather than pointed

⁴Garrett, Annette, Interviewing Its Principles and Methods. (Family Welfare Association of America) 1950.

questions and questions that cannot be answered by a brief "yes" or "no", are to be preferred. We seem to get further by being encouraging and sympathetic, and by leading the client to talk freely, than by trying to drag information out of him by belaboring him with questions.

The physical setting of the interview may determine its entire potentiality. A comfortably relaxed atmosphere and some degree of privacy are important.

The client has a right to expect the undivided attention of the interviewer.

An interviewer should set aside a few minutes immediately after each interview for jotting down full notes concerning it.

These ideas are given practical application by D'Evelyn⁵ in her book, Individual Parent-Teacher Conferences. She has listed some very good general guides for conferences.

1. "Responsibility for the success or failure of a conference rests primarily with the teacher. It is well to remember that success is relative, and each conference must be judged according to its own circumstances and results."

2. "It is well to arrange for no interruptions during a conference. Nothing is more disturbing to the serious efforts of trying to think through a problem, than to be interrupted at a crucial moment."

⁵D'Evelyn, Katherine E., op. cit., 95.

3. "It is easier to build a cooperative relationship if the teacher is not seated behind a desk. Behind a desk, the teacher is in a place of authority, not partnership."

4. "The teacher's greeting should be friendly and relaxed. If he is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if he wished you were not there, or would soon leave."

5. "Listen, and then listen some more. The teacher did not invite the parent in to deliver a lecture to him, but to get, as well as to give help. Encourage the parent to talk, and then listen to what he has to say."

6. "Find out how the parent is thinking and feeling about his child. This is important, because the teacher cannot understand the child's behavior until he knows the parent's attitude."

7. "If a parent says he is worried about his child's behavior, follow through. Find out why he is worried. The teacher should not assume that he knows why. He and the parent may not feel the same way about the child."

8. "If a parent gives what he thinks is the reason for a child's behavior, accept it, and lead the discussion on to the consideration of other possible causes. Behavior is the result of many causative factors, not of one."

9. "If a parent suggests a plan of action, accept it if at all possible to do so. It is better for the parent to try it, than for the teacher to force one of his own. One of the goals in parent counselling is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest others that may strike nearer to the root of the difficulty."

10. "If the parent cannot suggest reasons for a child's behavior, or plans of action to deal with it, the teacher might suggest alternatives for joint consideration. This might be a possibility--'What do you think? You know all the facts of the situation better than I do,' or, 'We might try this, and

see what happens. It may take us a while to find the source of the difficulty.' Such an approach makes the parent a participator in the final decision for tentative plans, and leads to discussion that helps him to accept the plan as his own.

11. "It does not help to argue with a parent. Arguing will arouse resentment and resistance."

12. "It is better not to assume that a parent wants help or advice. Such assumption usually brings resistance because it implies a form of criticism."

13. "Most parents cannot be objective about their own children. Therefore, do not criticize either directly or indirectly. Criticism is fatal to the building of a cooperative relationship."

14. "Avoid giving direct advice when the parent gives a statement of his problem and then leans back saying, 'Tell me what to do.' Let any advice or suggestions grow out of mutual discussion and a growing insight on the part of the parent into the reasons for the behavior."

15. "Do not get ahead of the parent in his thinking. In other words, the teacher should not try to push his thinking onto a parent before the parent is ready to see it through a process of discussion and mutual thinking."

16. "Try to be aware of sensitive spots, and avoid embarrassing the parent by noting facial expressions, gestures, and voice. They all give a clue to the parent's emotions."

17. "Be accepting. That is, accept anything the parent tells you, without showing surprise or disapproval. If the teacher cannot do this, he will not get an honest picture of the parent's attitudes and feelings."

18. "The teacher should be ready to recognize problems that are so difficult as to prevent him from giving sufficient help to the parent. Parents with complex emotional problems should be referred to the consulting psychologist or guidance

specialist on the staff, who in turn will refer the individual to a psychiatrist, if there is such a need. If there is no one on the school staff to whom the teacher can refer, he should try to have available the names of specialists in the community. In referring, it is easy to say, 'I wish I could help you, but I feel you need more help than I can give you. I know the names of two or three consultants if you wish them, or you may know someone yourself'."

19. "It is helpful to try to close the conference on a constructive, a pleasant, or a forward-going note, such as a plan for further consultation, a definite date for the next conference, a statement of encouragement or reassurance, or a statement of a plan for cooperative action."

D'Evelyn summarizes the counselling technique as one that depends upon the relationship between the parent and teacher. The relationship must be one that permits the parent to express his thoughts and feelings, and know that while he is doing it he will be listened to and understood. In a relationship like the one described, it is possible for the parent and teacher to move on together to intelligent and constructive planning for the child.

Chapter II

REVIEW OF RELATED WRITINGS

This review of writings presents selected material which relates to every phase of the parent-teacher conference. The following topics will be considered: Activities for building a background of participation in the parent-teacher conference, principles of a good parent-teacher conference, and the important part of which a parent plays in helping the teacher understand the child.

Very little research has been done or reported in writing in the area of parent-teacher conferences. The major part of the writings are found in periodicals.

Hildreth⁶ says:

One of the objectives in parent counselling is to bring parents to understand the nature of the child training problems with which they have to deal, and to help them adopt mature objective attitudes toward problems of child training.

Parents' attitudes play a large part in helping to meet the problem of individualized instruction. As children advance through the year, parents can be prepared through group meetings and individual conferences for differences in the child's progress that become more evident all the time. Parents can be assured that these differences are to be expected, and

⁶Hildreth, Gertrude, Readiness for School Beginners, (World Book Company, 1950), p. 233.

that the school takes pupil variability into account when considering teaching methods, when assigning learning tasks, and when rating results.

Lois Meek⁷, in her article, "Parents and Teachers Together," tells what valuable information parents can give to the teacher, that will help the teacher understand the child. She says that a child learns many things in the home before he goes to school. He begins his understanding of the strange world, he learns to take care of himself and his things, learns to like or dislike certain things or persons, and learns how to get along with children or adults.

Even after he goes to school, his education is continuing at home at the same time. Out of a twenty-four hour day, he is in school only about five hours. All his home activities, such as dressing, eating, sleeping, playing, conversing, and taking part in the family and community, provide opportunities for learning and making social and emotional adjustments. Thus the home is an important place educationally.

Parents have a great deal to offer in helping teachers understand children. They know the growth and development of their child from birth, and they know the hereditary factors which are important in the child's adjustment.

⁷Meek, Lois H., "Parents and Teachers Together," Parents Magazine, (September, 1932).

Teachers may learn from parents the developmental history of the child: when he first walked and talked, when he has been ill and when he has suffered accidents. It is well for a teacher to have a picture of the home surroundings. Parents can give better than anyone else a picture of the child as a growing personality.

The teacher then can tell the parent about the child's social and emotional adjustment at school, and his academic achievement. She can discuss with the parents a constructive plan for the child's best possible development. The teacher and the parent can then pool their knowledge and efforts. Then, parents and teachers, and home and school are working together for the best development of the child.

Dorothy Baruch⁸, in writing on this same topic, says that no statement was ever truer than this one: "The teacher needs the parent."

The parent has been with the child more than the teacher, and in a greater variety of situations. The parent can bring to the teacher many of the things that have happened during this time, which have made an imprint upon the child. Sometimes they tell us such things as, "Alan's father left me when Alan was three. Before that, our home life was stormy."

⁸Baruch, Dorothy W., "Parents and Teachers Work Together." National Education Association Journal 30:259, (Dec., 1941).

Suddenly we understand why Alan seems to have a desire to hurt and annoy other children. A teacher would then provide many opportunities for Alan to express himself through free painting, dramatization, and free writing.

The parent also needs the teacher. Today, parents are under pressure in bringing up their children. The teacher can help by having group discussion meetings. She can have parents come in and observe in the classroom. After parents have a chance to discuss their problems together, they begin to realize that some of the behavior that has distressed them is common to many children.

Grace Irene Bennett⁹, in her article, "Making the Most of Our Contacts With Parents," says that cooperation between parent and teacher frequently has direct bearing upon the behavior of school children. Mother and teacher together can often help each other in finding the cause for a child's behavior. This statement implies that the teacher is able to inspire the confidence of the parent, and accept the parent's analysis of the problems. Such confidence depends usually upon the teacher's personality and her skill in interviewing.

⁹Bennett, Grace I., "Making the Most of Our Contacts With Parents." Progressive Education. 11:207, (March, 1934).

Baruch¹⁰ sets up these standards for conferences:

1. "Have conferences either at the parents' home, or at the school--the place freest from distractions."

2. "Set about half an hour aside for each conference."

3. "Listen. Listen some more."

4. "Don't tell the parent what to do."

5. "Remember that as a person talks about his problems, they become less pressing. So let the parent know that you are interested in anything that concerns him."

6. "Respond more to the parent's feeling than to the events that he relates to you. If he tells you that he was mad and spanked his child, don't lecture on better methods. Say, 'I know. Things like that do make me angry'."

7. "Don't condemn. There is always a reason for people doing what they do."

8. "When you accept feelings in a parent as being natural and human, then the parent can feel, 'After all, I'm not too awful, since this person can accept me.' It is only when a person faces and accepts himself that he can begin to see where he wants to change."

Lydia A. Druggins¹¹ and Verna L. Vickery, in their article, "Parent-Teacher Conferences" in the *Journal of Education*, have set up some principles of a good parent-teacher conference.

¹⁰Baruch, Dorothy W., *Op. cit.*, p. 260.

¹¹Druggins, Lydia A. and Vickery, Verna L., "Parent-Teacher Conferences," *The Journal of Education*. 134:220-221, (Nov., 1944).

First, a good conference is well planned. After establishing a clear purpose as to the objective of the conference, the teacher then assembles all records and pertinent information. Such information may be obtained from tests, attendance records, health history, daily observation of the child at work and play, samples of the child's work in school, and the child's own evaluation of his needs, interests, and achievements.

The teacher accepts the parent as a co-worker and a guest. He gives the parent an opportunity to discuss his interests.

The teacher adopts the positive approach. Every good conference leads to greater growth in the child's social adjustment, physical development and academic achievement. The teacher should be aware that no educational problem in any case is purely academic.

A good conference is made more effective when desirable techniques are utilized.

Druggins¹² and Vickery, in "Parent-Teacher Conferences," give these suggestions for achieving a profitable discussion:

1. "Let the parent do his own thinking."
2. "Don't try to give him the 'right' answer to save time."

¹²Druggins, Lydia A. and Vickery, Verna L., Op. cit., p. 221.

3. "Make your points in short statements, rather than lectures."

4. "Trust your parent. There is no parent who is not superior to you in some experience. Use these experiences to your mutual advantage."

5. "Since the time available for any conference is limited, try to discuss only the most pertinent of pressing issues."

6. "At the end of the conference, summarize the most important points that have been made."

A good parent-teacher relationship is most valuable in helping a teacher build a program that will provide for the needs of each individual child in her room.

Chapter III

PROCEDURE AND ORGANIZATION OF DATA

The purpose of this study was to discover how frequently parent-teacher conferences are being used in first-class districts in the State of Washington, and to summarize the procedures used in conducting parent-teacher conferences.

To obtain the data for this study, preliminary survey cards were sent to three hundred principals of elementary schools in first-class districts in the State of Washington. The principals were asked to answer the following question by checking "yes" or "no". "Do you use parent-teacher conferences in your elementary school as a method of reporting to parents?"

Principals in only first-class districts were asked to cooperate in this study, because contacting every teacher in all the schools in the State would have been difficult.

Two hundred and twenty of the three hundred survey cards were returned. One hundred and five of the two hundred and twenty stated that parent-teacher conferences were definitely used as a method of reporting to parents.

Questionnaires were sent to the one hundred and five principals. The principals were asked for answers to the following questions:

1. How often do you have parent-teacher conferences during the school year?

2. What is the duration of the average conference?

3. Is the pupil given an opportunity to participate?

4. How does the pupil participate?

5. When are conferences given?

6. At what grade levels are parent-teacher conferences used as a method of reporting to parents?

7. If the conferences are given during the school day, what provisions are made for the teachers who have regular class responsibilities?

8. Approximately how much time does each teacher use in preparing for a conference?

9. Are written evaluations or check lists supplied to parents during the conference?

10. Are report cards used in addition to conferences?

11. How was this method of reporting to parents first introduced into your school system?

12. Have you carried on a local survey to determine parent-teacher opinion of the parent-teacher conferences?

13. Did the parents indicate that this method of reporting their child's progress in school was:

Excellent _____ Good _____ Fair _____ Poor _____

14. What per cent preferred parent-teacher conferences?

15. What per cent preferred report cards?

16. How do you record parent-teacher conferences?

17. How do you use such records?

18. Do you have a plan of procedure for carrying on conferences? If so, would you please enclose a copy with the questionnaire?

Eighty-two questionnaires were returned. The data obtained from the questionnaires has been tabulated in the following form.

QUESTION I

How often do you have parent-teacher conferences during the school year?

One conference and one report card	5
One conference and four report cards	1
One conference and three report cards	2
One conference and two report cards	4
Two conferences and one report card	17
Two conferences	18
Two conferences and two report cards	3
Three conferences	

Other Arrangements

"Conferences as often as needed--report cards four times a year."

"Nine-week report cards--conferences held by appointment."

"Conferences held as requested, whether by parent or school."

"Report cards twice a year. Parents are called in by teachers when they feel it will benefit the child."

"As frequently as situations demand or require."

"Conferences are arranged by request of teacher to supplement written and formal reports."

"One conference for all--two for those who need it."

"One group conference, one or two individual conference, and one or two written reports."

"Three report cards. Conferences when needed."

"Teacher's choice of one conference and two report cards, or two conferences and one report card."

"Teachers have a choice: One conference and one report card, two conferences, letters to parents, or all report cards."

"One-third have one conference and two report cards. One-third have two conferences and one report card. One-third have all written reports."

"Two individual conferences, one group conference, and one written letter."

"Four reports: One group conference, Parent-teacher conference, Parent-teacher conference or written letter, Written report."

QUESTION II

What is the duration of the average conference?

1 hour	2
45 minutes	6
30 minutes	43
15 minutes	11

Other Time Limits

20 minutes	6
15 to 30 minutes	3
30 to 45 minutes	1
15 minutes to over	
an hour	1
No time limit	2

QUESTION III

Is the pupil given an opportunity to participate?

Yes	21
No	46
Sometimes	13
Seldom	1

QUESTION IV

How does the pupil participate?

"Usually to clarify statements and attitudes so parents and teachers understand clearly."

"Teacher has pupil informed so that what teacher tells parent in conference comes as no surprise. By commencing first with the child, the child feels he has had a part in the conference."

"Children participating in group evaluations."

"Children participating in group discussions."

"Children participating in selecting materials to show parents."

"In Pupil-teacher conference previous to parent-teacher conference."

"He is allowed to sit and answer questions when deemed necessary."

"He is given an opportunity to express his views."

"Shows records of achievement."

"Being present for part of explanation. Some individual conferences with child before parents arrive."

"He has an opportunity to explain his particular behavior relating to the purpose of the conference."

"Usually a pupil-teacher conference precedes the parent-teacher conference."

"Talking with the child prior to the conference, and letting child help decide what should be covered in the conference."

"The first grade teacher has the child read for the mother."

"Pupil sits in with chances to express freely."

"Parent talks to child."

"After parent-teacher conferences, the child is called in to hear child's view of problems, and to be in on plans for solutions."

"In evaluating himself by using a check sheet."

"Parent, teacher, and pupil look through work folder together, discussing ways of improvement."

QUESTION V

When are conferences given?

During the regular school day	10
During school day and before and after school	14
Before and after school	43
After school	2
After school and evenings	1
On weekends	1
All three possibilities, plus evenings	4

Other Plans Used

"School is dismissed one hour early on conference days. Part is done on teacher time."

"We dismiss the class early, giving six hours per semester. This does not give enough time. The remainder is done after school."

"During the regular school day, before and after school, and on weekends."

"Although we have a plan for released time, more and more teachers appear hesitant to leave their classrooms."

"We dismiss at 1:45 for a week, and the remainder of the afternoon is given over to conferences."

"We allow one hour per day for six days of regular school time, and the teacher uses from one-half to one hour of the after school time, also."

QUESTION VI

At what levels are parent-teacher conferences used as a method of reporting to parents?

Primary	26
Primary and Intermediate	45
Junior High	1
Primary, Intermediate and Jr. High	5
Primary, Intermediate, Jr. High and Sr. High	2

QUESTION VII

If the conferences are given during the school day, what provisions are made for the teachers who have regular class responsibilities?

Substitute teacher	4
Principal and substitutes part-time	2
If conference is necessary during the school day, the principal takes classes	3
Cadet teachers	3
School is out at 3 o'clock for three days	4
Combining classes	2

Other Provisions

"Clerk looks after class, older pupil for primary grade occasionally."

"Principal or Vice-Principal occasionally takes over class for 30-40 minutes."

"Use special teachers, art period, and library period."

"Combine classes (movies), parent substitutes."

QUESTION VIII

Approximately how much time does each teacher use in preparing for a conference?

One hour	13
Half-hour	22
15 minutes	9
Varies	7

Other Amounts of Time

"Hard to estimate, since we make a case history card of each, including personality, citizenship, scholarships, etc."

"Pupil work folders are kept daily for parents' inspection."

"It would depend on the parent or child involved."

"Day to day living with the child."

"From 0 to 1 hour."

"Planning is accumulative from beginning of term, until conference is scheduled."

QUESTION IX

Are written evaluations or check lists supplied
to parents during the conference?

Yes	40
No	28

QUESTION X

Are report cards used in addition to conferences?

Yes	51
No	23

"Statement of promotion."

"Written letter report."

"Yes, in intermediate grade."

"No, in kindergarten, first and second grades."

"A summary report essay type is given to parents at the end of the year."

QUESTION XI

How was this method of reporting to parents first introduced into your school system?

"In kindergarten, then in two key schools for experiment."

"Started in kindergarten in 1947, by 1950 third grade."

"Parents were introduced to it gradually one grade at a time."

"A report card committee, after much study, decided to initiate it. The parents were informed through our Parent-Teachers Association and letters from the Superintendent."

"At principal's request."

"As an experiment on a trial basis."

"One teacher contacted her parents. Two more joined in. The following year, all teachers agreed to try it. Discussed at Fall teacher workshop with Lay persons attending. Panel at September Parent-Teacher Association."

"Discussed in Parent-Teacher Association Council meeting. Room mothers explained to the rest of the parents. Away we went."

"Parents of each level were called into the school, and it was discussed and approved before we did it."

"First, a panel discussion of the Parent-Teacher Association, and Pre-School parents and teachers. This was at a night meeting, with both groups present and much publicity given it. Later the teachers of the first grade where it was to be started had a meeting in their own rooms and discussed it further and took a vote. The majority were for it."

"By agreement among staff, then parents were notified. Some discussion during room Parent-Teacher Association meetings."

"Discussed it with parents at special meetings."

"Teacher suggested, tried out and survey conducted. The parents accepted it."

"Initiated when new school opened."

"Through minority committee and group pressure. Many people in the system do not favor conferences."

"Several straw men tried it out--introductory period three or four years."

"Letters sent home with pupils to parents. Newspaper articles. Several teacher's meetings to plan with speakers from schools using plan."

"Suggested by report card revision committee."

QUESTION XII

Have you carried on a local survey to determine parent-teacher opinion of the parent-teacher conferences?

Yes 41

No 31

"We gave parents a choice. In a school of 643, all except 14 requested conferences."

QUESTION XIII

Did the parents indicate that this method of reporting their child's progress in school was excellent, good, fair or poor?

Excellent	1
Good	54
Fair	4
Poor	0

QUESTIONS XIV & XV

What per cent preferred parent-teacher conferences?

100 per cent	5
97 per cent	1
95 per cent	6
90 per cent	7
75 per cent	20
50 per cent	2
25 per cent	1

What per cent preferred report cards?

100 per cent	1
75 per cent	4
50 per cent	2
25 per cent	17
10 per cent	6
5 per cent	8
3 per cent	1

QUESTION XVI

How do you record parent-teacher conferences?

"By writing a brief summary."

"By using a check list."

"No recording."

"Summary and check list both."

Other Ways

"Keeping a list of parents."

"Memory"

"Very little record kept."

"Guide sheet."

"Keep copy of teacher's conference outline on file."

"Duplicate of written evaluation."

QUESTION XVII

How do you use such records?

"Keep in child's cumulative record folder."

"Kept for one year by the teacher."

"Keep copy of teacher's conference outline on file."

"Teacher keeps record until end of school year."

"Memory."

CHAPTER IV

SUMMARY AND CONCLUSIONS

Purpose and Procedure

The purpose of this study was to discover how frequently parent-teacher conferences are being used in first-class districts in the State of Washington, and to summarize the procedures used in conducting parent-teacher conferences. To obtain the data for this study, the writer solicited information from one hundred and five principals of schools in first-class districts in the State of Washington.

The questionnaires requested responses to the following questions:

I. How often do you have parent-teacher conferences during the school year?

II. What is the duration of the average conferences?

III. Is the pupil given an opportunity to participate?

IV. How does the pupil participate?

V. When are conferences given?

VI. At what grade levels are parent-teacher conferences used?

VII. If the conferences are given during the school day, what provisions are made for the teachers who have regular class responsibilities?

VIII. Approximately how much time does each teacher use in preparing for a conference?

IX. Are written evaluations or check lists supplied to parents during the conference?

X. Are report cards used in addition to conferences?

XI. How was this method of reporting to parents first introduced into your school system?

XII. Have you carried on a local survey to determine parent opinion of the parent-teacher conferences?

XIII. Did the parents indicate that this method of reporting their child's progress in school was excellent, good, fair or poor?

XIV. What per cent preferred parent-teacher conferences?

XV. What per cent preferred report cards?

XVI. How do you record parent-teacher conferences?

XVII. How do you use such records?

XVIII. Do you have a plan of procedure for carrying on conferences? If so, would you please enclose a copy with this questionnaire?

Conclusions

The conclusions formed from the interpretation of the data gathered are:

I. Only eighteen of the eighty-three replies stated that conferences were used exclusively as a method of reporting. Thirty-two use conferences along with report cards. Forty principals stated that they arrange for conferences only upon request, or when the parent or teacher feels it is necessary.

II. Fifty of the schools reporting stated that their teachers held their conferences before and after school, at the noon hour, and in the evenings.

III. Only twenty-one of the eighty-three reporting gave the child an opportunity to participate.

IV. Seventy-one of the eighty-three reporting stated that conferences are held only on the primary and intermediate level.

V. Very few schools kept any kind of record of conferences.

VI. In schools where a survey has been made to determine parent opinion of the conference, the majority of the parents indicated that they thought this method of reporting was good.

The results of this study indicate that there may be reasons why more schools do not have a complete parent-teacher conference program as a method of reporting to parents. One of these is the matter of time to carry out such a program. It is very important that the administration provide opportunity for teachers and parents to plan together for the conference program.

Such a program is an energy consuming task. It is a creative art, and requires a better time than the end of the day, when the teacher is already tired and has many tasks to do in preparation for the next day. It is even more distracting to

try to talk to a parent in the morning before school, and also greet the children who are coming into the room.

Nothing is more disturbing when thinking through a problem, than to be interrupted at a crucial moment. It is very necessary to have conferences at a time when the teacher is completely free from teaching duties, and when a quiet, comfortable, relaxed atmosphere prevails.

The writer has participated in a parent-teacher conference program where the district pays a substitute teacher for five half-days a week, twice a year. This arrangement frees the teacher so that she may give her complete attention to the important task of working with parents.

Only a lack of understanding on the part of parents, administrators, and teachers concerning the values of the conferences would prevent them from releasing a teacher from her teaching duties, so that she could give her undivided attention to the conferences.

The individual conference is often combined with various types of group meetings.

The first conference in the fall might be a group meeting, arranged by inviting all the parents of a class to school at some appointed time in the afternoon. The principal could appoint ahead of time someone to provide activities for the children. At this group meeting, the teacher might inform the

parents concerning the reporting program, tell of tentative plans for the year in social studies, language arts, arithmetic, fine arts, and physical education. The teacher would also provide an opportunity for parents to meet the superintendent, principal, nurse, and other members of the school staff. She would also encourage further parent visitation and participation in the school program.

To have a successful meeting, the school system must allow plenty of time for the teacher to explain the year's program, to answer questions asked by the parents. A minimum of an hour and a half is suggested.

Parents should be invited through a written invitation stating the date, time, place, length of program, and how the children are to be taken care of at school during the meeting.

Sometimes an informal friendly atmosphere is created by serving refreshments. Home-room mothers may take over this responsibility.

The Vancouver Public Schools, in "A Guide to a Functional Program of Reporting Pupil Progress to Parents," have a guide for evaluating a group meeting.

Evaluation of Group Meeting

1. Did we acquaint the majority of the parents with the program?
2. Did the parents feel welcome?

3. Did the meeting give a boost to the rest of the school program?

4. Did the parents participate in the group discussion?

5. Did the questions asked by the parents show an understanding of what we are trying to get across?

6. Did parents and teachers feel relaxed?

7. Did we grow through our participation?

8. Were our efforts to reach parents who did not attend the meeting effective?

Another type of group meeting that is effective is the planned demonstration where groups of parents are invited to come to the room at an appointed time to see a reading or arithmetic class being taught. Demonstration of the various classes pay high dividends in enlisting parent cooperation, and in building a background of common understanding. After having seen methods of teaching in action, the parents can better understand and participate in individual and group conferences. An "Open House" at least once a year, where parents, teachers and students all plan together and participate, is another medium for developing community and school cooperation.

School programs, such as assemblies where the children in each room take part in a presentation that grows out of everyday school life, are always appreciated by the parents.

These functions give parents a background of understanding, so that they are ready to participate in the individual parent-teacher conference that reports pupil progress and includes the discussion of any personal problems that relate to the social, emotional, and physical adjustment of the child.

In the writer's opinion, it is desirable to include the child in the first ten minutes of the conference. This will insure a feeling of security on the part of the child. If the child participates, he should plan with the teacher before the conference. Then, at the time of participation, he may tell about the things he likes best to do in school and how he helps make his room a nice place in which to live. He may also show the work he has done, and tell some of the things he is working on to do better. He may read a short selection, which will give first-hand information on the child's progress in this important skill.

After the child leaves, the teacher proceeds with her conferences with the parents.

The procedure used by the writer is illustrated in the following Radio Program, which was used at Sunnyside, Washington, to introduce the Parent-Teacher Conference Plan to the Sunnyside community.

INTRODUCTION

Today your Sunnyside schools would like to present a parent-teacher conference, to illustrate one of the methods that is being used in the evaluation of pupils. Time does not permit a full conference, but it is felt that this 10-minute presentation will include many points covered in a regular meeting of parent and teacher. Participating today are two Sunnyside teachers from the primary department--Miss Marilyn Olson, who will take the part of Mrs. Weaver, the mother, and Miss Ada Shockley, who portrays the teacher, Miss Daniels. All teachers in the elementary grades of Sunnyside are not conducting conferences because of space and time limitations. There will be many points arising during the conference that will require deeper explanation than can be given at this time. Members of the administrative staff of the Sunnyside schools are anxious to discuss your questions at any time.

CONFERENCE SCRIPT

D - Hello, Mrs. Weaver.

W - How are you, Miss Daniels?

D - Fine, thank you. It is so nice of you to come when you are so busy.

W - Why, I'm always glad to come and meet Pamela's teacher.

D - I enjoy Pamela. She is eager and enthusiastic. These conferences are scheduled so we can get better acquainted and have a better understanding of Pamela. We also want you to know more about the school program, and what we are trying to do for the boys and girls, including Pamela. I would like to talk to you about social, emotional, physical, and mental development.

W - Just what do you mean by this?

- D - By social development, we mean the child's ability to work and play happily with others, we mean kindness to others, a willingness to share, a desire to contribute, ability to assume responsibility, sensitiveness to criticism and willingness to take turns. Because of this, we try to give the child a chance to participate in a variety of activities with different groups.
- W - It seems to me that Pamela has talked about that, and said that she hasn't been getting her turn in passing out straws for milk. Of course, I have noticed she seems envious of other children at times.
- D - Perhaps that is one of the ways we should try to help Pamela this year, through sharing and group activity at school and at home.
- W - Well, I'll be glad to try to help her at home.
- D - Mrs. Weaver, in talking about this, we have also mentioned Pamela's emotional development.
- W - Yes, I can see that her emotional development is closely related to social situations.
- D - Well, emotion controls so much of our behavior. Unless the child is master of her emotions, it is difficult to get the most out of life. She needs to have confidence in herself, a friendly attitude towards others, and to meet new situations calmly.
- W - Do all of these apply to Pamela?
- D - Not any more than to anyone else, but at every opportunity we should try to develop these attitudes in youngsters. Their early years are crucial. Habits and attitudes formed now will be carried with them to adult life.
- W - It certainly is a big job raising a youngster.
- D - Yes, it is, and it will help us both to get together occasionally and compare notes. Our combined interest should give Pamela security and confidence. Now, I would like

to get some information for Pamela's health card. Could you tell me when she was immunized for diphtheria?

W - Let me see, it was the year of the smallpox scare in San Francisco. That was about 1946. No, she didn't have diphtheria then, she had a diphtheria shot when she was a year old.

D - Have you thought of having a booster shot? Some of the immunization lasts for many years, but the public health department recommends a booster shot every 5 or 6 years for diphtheria, and the same for inoculation against smallpox.

W - I would like to have that taken care of. It seems that we are so rushed with the double-shift. I will be so relieved when they can be on regular schedule.

D - So will I.

W - Pamela goes to bed between 7:30 and 8:00 o'clock every night, but I do dislike waking her so early in the morning. However, I feel I have to as she does need a good warm breakfast and time to prepare for school.

D - That's fine. Children should be up at least an hour before school, if they are going to remain healthy. Have you noticed Pamela's tipping her head to the side and sort of favoring her right ear?

W - Well, no I haven't.

D - I noticed it a few days ago, so I am going to have her hearing checked with the audiometer. It will be taken care of very soon.

W - Well, I surely would appreciate that.

D - I was wondering, Mrs. Weaver, would it be convenient for Pamela to bring her money for the milk by the week or by the month, instead of bringing a nickel each day?

W - Could she do it that way? It certainly would be more convenient for me.

D - Yes, and it would help me, too.

W - I would like to know how Pamela is getting along with her school work, Miss Daniels.

D - Yes, that is the other important development we must consider. To develop a child mentally, we must give her an experienced background. I'll tell you what we are doing to build this background. Our main objective is to develop each child to do his highest potentialities. We want him to feel free to express himself creatively, and to be able to get along with other children. To accomplish this objective, we consider each child as an individual. He is different from every other child in the room. The fact that children are different is what makes teaching an exciting and challenging job. We want to provide for those differences.

We consider the fact that children only learn what they experience. Children can only read that which they know and have experienced. To give youngsters experience is to give them a chance to explore many areas, to see in detail, and to evaluate. Experiences build readiness for work. They build sound approaches to the basic skills, and they provoke thought.

We are hoping parents will visit our room very often. Really seeing our program in action is the best way to get an understanding of it. Do you think you could come and visit some day?

W - I will certainly plan to do this, Miss Daniels.

D - Now, let us consider Pamela in relation to this program. Since reading is the basis for so much of our school work, we will discuss that first. Pamela has a good speaking and reading vocabulary built on her various experiences at home and at school. It is surprising what a difference a wide and stimulating background can make. She has told us about a number of

trips you have taken on weekends. I am glad you take her with you and help her to become aware of all the interesting things around her. This helps a lot to develop a readiness for the basic learning skills. Pamela reads well orally, but seems to have some difficulty with silent reading. There could be many causes for this. One could be not keeping her mind on one thing for an adequate length of time to understand what she reads. It may help her to overcome this by giving her tasks she can complete and encourage her to stay with the task at hand.

- W - I shall work on that. What do you think about having her read aloud to me?
- D - Be sure she has many easy books that are within her vocabulary, and which will help her to get real enjoyment from reading. This can be a part of a child's life, if they are always within her reading level. If the books are too difficult, they aren't read. A happy birthday always includes a good book as a gift.
- W - Oh, yes, we are trying to collect a good variety of children's books for her. She has about 25 books now.
- D - Well, I'm glad she has some books that belong to her. You might have her read to find out something specifically. You might ask her to tell the story of a picture.
- W - I appreciate your telling me just how I can help. I also try to give her many responsibilities at home, such as setting the table, mailing letters, putting her toys away, and keeping her clothes hung up.
- D - Well, that's fine, and she can also help you with baking. In measuring and reading recipes, she will gain some number concepts, too.
- W - We try to include her in our conversation and sometimes we have difficulty getting a word in edgewise.

D - That may be directly related to this little problem we have about Pamela feeling slighted in getting her turn to pass out straws for milk. She has to learn to take turns at home and at school and learn consideration for others. That takes time to develop you know. It is just natural for a child to crave attention, and an outlet for a reasonable amount of self expression is necessary. Perhaps I haven't given her enough opportunity to express herself at school. That is just why we have these parent-teacher conferences. What you have told me gives me a much better understanding of Pamela.

W - I'm so happy to have had this talk with you. It has certainly helped me to understand what you are trying to do here at school. There have been questions in my mind, but I probably wouldn't have come to talk to you about them if we hadn't planned this conference.

D - It has helped me a lot, also. Please come again, won't you?

W - Yes, I will. Goodbye, Miss Daniels.

D - Goodbye, Mrs. Weaver.

CLOSING

Thank you, Miss Shockley, and thank you, Miss Daniels.

The foregoing presentation has given you an idea of the values derived from scheduled conferences. The job of the parent and teacher is basically the same. We are entrusted with the task of guiding young children through their formative years. It is our job--the home and the school, to prepare children for living. Cooperation between parent and teacher is a necessity. Without it neither can do his job effectively. Many of you listening have children in school, and will be asked to come to school for conferences with teachers. You can help make these conferences a worthwhile endeavor by arriving at your scheduled

time. They are limited to one-half hour for the convenience of both parent and teacher. We must work together to do a better job developing the greatest investments we have--our children.

From the preceding reports of work being done in various schools in Washington, and the personal experience of the writer, parent-teacher conferences are valuable, if the teacher is allowed sufficient free time from her teaching duties, so that the conference may be well-planned and conducted in a quiet, comfortable, and relaxed atmosphere; if the parents understand the purposes and values, and if the teacher is capable of managing a conference which will develop understanding and cooperation of the parents in the educational program for their children.

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TABLE OF APPENDICES

Appendix A: Preliminary survey postal card,
Related Correspondence, and
Questionnaire

Appendix B: Complete List of Persons Submit-
ting Data

Appendix C: Samples of Material sent in by
Persons assisting in the Field
Study

APPENDIX A

Appendix A includes:

1. A sample copy of the preliminary survey postal card sent to three hundred principals in first-class districts in the State of Washington.
2. A copy of the letter and questionnaire sent to the one hundred and five principals who stated in the preliminary survey that they used parent-teacher conferences.

The following double postal card was sent to three hundred principals in first-class districts in the State of Washington in September, 1951.

Dear Mrs. O'Conner,

I am conducting a preliminary survey on the parent-teacher conference method of reporting to parents to meet the requirements for a Masters Degree. Would you please fill in the blanks on the attached postal card and return to me at your earliest convenience?

Be assured that your cooperation and help in this matter is greatly appreciated.

*Very truly yours,
Ada Shockley*

Do you use parent-teacher conferences in your elementary school as a method of reporting to parents?

Yes _____

No _____

Name _____

School _____

City _____

Ellensburg, Washington
February 11, 1952

Dear Co-worker:

Earlier this year I requested your assistance in conducting a preliminary survey on the parent teacher conference method of reporting to parents. Your helpful cooperation has prompted me to select your school as a source of information for the final phase of this survey. Would you please complete the enclosed questionnaire and return it to me as soon as possible by means of the envelope included with this request?

You may be assured that your cooperation and help in this matter is greatly appreciated.

Very truly yours,



(Miss) Ada Shockley

2 Encls.

QUESTIONNAIRE

1. How often do you have parent teacher conferences during the school year?

One Conference and one report card _____

Two Conferences _____

Three Conferences _____

Other arrangements:

2. What is the duration of the average conference?

1 hour _____

45 minutes _____

30 minutes _____

15 minutes _____

Other time limits:

3. Is the pupil given an opportunity to participate?

Yes _____

No _____

4. How does the pupil participate?

5. When are conferences given?

During the regular school day _____

Before and after school _____

On week-ends _____

Other plans used:

6. At what grade levels are parent teacher conferences used as a method of reporting to parents?

Primary _____

Intermediate _____

Junior High _____

Senior High _____

- 2 -

7. If the conferences are given during the school day, what provisions are made for the teachers who have regular class responsibilities?

Substitute teacher _____
 Reserve one afternoon a week _____
 Combining classes _____
 Other ways:

8. Approximately how much time does each teacher use in preparing for a conference?

One hour _____
 One half hour _____
 Fifteen minutes _____
 Other amounts of time:

9. Are written evaluations or check lists supplied to parents during the conference?

Yes _____
 No _____

10. Are report cards used in addition to conferences?

Yes _____
 No _____

11. How was this method of reporting to parents first introduced into your school system?
-
-

12. Have you carried on a local survey to determine parent teacher opinion of the parent teacher conferences?

Yes _____
 No _____

13. Did the parents indicate that this method of reporting their child's progress in school was:

Good _____
 Fair _____
 Poor _____

- 3 -

14. What percent preferred parent teacher conferences?

100 percent _____
 75 percent _____
 50 percent _____
 25 percent _____

15. What percent preferred report cards?

100 percent _____
 75 percent _____
 50 percent _____
 25 percent _____

16. How do you record parent teacher conferences?

By writing a brief summary _____
 By using a check list _____
 Other ways

17. How do you use such records?

Kept in child's cumulative record folder _____
 Other ways:

18. Do you have a plan of procedure for carrying on conferences? If so, would you please include a copy with this questionnaire?

APPENDIX B

The names and addresses of the principals
who returned questionnaires.

Mr. Ernest Suko, Principal, Garfield School,
Olympia, Washington

Mr. O. N. Peavey, Principal, Juanita Elementary School,
Kirkland, Washington

Mr. Ralph W. Peters, Principal, Des Moines Elementary
School, Des Moines, Washington

Mr. Albert C. Brown, Principal, Valley Elementary
School, Kent Public Schools, Kent, Washington

Mr. E. C. Lindquist, Principal, Arnada Elementary
School, Vancouver, Washington

Mr. J. Hurgate, Principal, Hough Elementary School,
Vancouver, Washington

Mr. Arthur Lind, Principal, Jefferson Elementary,
Richland, Washington

Mr. Woodrow V. Epp, Principal, Longfellow School,
Pasco, Washington

Mr. Charles E. Totten, Sheridan Elementary, Tacoma,
Washington

Ferne B. Daily, Principal, Dunlap Elementary School,
Seattle, Washington

Mr. Arthur C. Gravrock, Principal, Fairview Elementary
School, Seattle, Washington

Mr. Claude Turner, Principal, Magnolia Elementary
School, Seattle, Washington

Mr. C. S. Barbo, Principal, Greenwood Elementary
School, Seattle, Washington

Mr. William R. Kelley, Highland Park Elementary School,
Seattle, Washington

Theona Flick, Principal, University Heights Elementary
School, Seattle, Washington

Mr. Jordan Moe, Principal, Lake Forest Park School,
Seattle 55, Washington

Mr. Harry J. Grimlund, Principal, Ridgecrest Elementary School, Seattle, Washington

Mr. O. V. Thorsen, Principal, Blvd. Park Elementary School, Seattle, Washington

Mr. Claude Whitley, Principal, McKinley Elementary School, Olympia, Washington

Dr. William D. Melville, Principal, Park Avenue School, Tacoma, Washington

Mr. H. V. Henry, Principal, Minnehaha Elementary School, Vancouver, Washington

Mr. R. G. Hagerty, Principal, Arlington Elementary School, Tacoma, Washington

Vera Cellars, Principal, Naval Avenue Elementary School, Bremerton, Washington

Gertrude Andrews, Principal, Dash Point Elementary School, Tacoma, Washington

Mr. R. C. Jensen, Principal, Central Park Elementary, Aberdeen, Washington

Mr. Eric Tobert, Principal, Alcott Elementary School, Spokane, Washington

Mr. Elbert J. Honeycutt, Principal, Lake City, Shoreline District, Seattle 55, Washington

Mr. Paul Van Cruyningen, Principal, Lafayette Elementary School, Seattle, Washington

Mr. John Capretta, Principal, Horace Mann Elementary School, Seattle 22, Washington

Mr. Glen Dorsey, Principal, Silver Lake Elementary School, Route 4, Everett, Washington

Mr. Arthur Blauert, Principal, Logan Elementary School, Spokane, Washington

Mr. Alfred A. Actor, Principal, Grant Elementary School, Tacoma, Washington

Eugenie B. Pariseau, Principal, Daniel Bagley
Elementary School, Seattle, Washington

Mr. Ernest C. Frieze, Principal, Laurelhurst,
Elementary School, Seattle 5, Washington

Mr. J. E. Petite, Principal, Ravenna Elementary
School, Seattle, Washington

Mr. M. Reynolds, Principal, Washington Elementary
School, Bremerton, Washington

Mr. G. A. Love, Principal, Monroe Elementary School,
Everett, Washington

Dorothy O'Donnell, Principal, Woodland Elementary
School, Spokane, Washington

Rosena Evans, Principal, Madison Elementary School,
Spokane, Washington

Mr. W. E. Tiedeman, Principal, Rogers Elementary
School, East 34th and M. Streets, Tacoma, Washington

Mrs. Joyce Davey, Principal, Oakland Elementary
School, South Wright and Adams Streets, Tacoma,
Washington

Mr. Ward E. Prigg, Principal, Madison Elementary
School, Everett, Washington

Mr. Clarence Lund, Principal, Downing Elementary
School, Tacoma, Washington

Miss Laura Stubblefield, Principal, Jackson Elementary
School, Everett, Washington

Mr. Sidney B. Douglas, Principal, Longfellow Elemen-
tary School, Everett, Washington

Dorothea Knott, Principal, Baker Heights Elementary
School, Vancouver, Washington

Mr. Robert E. Levy, Principal, John R. Rogers
Elementary School, Vancouver, Washington

Mr. Walter Stevenson, Principal, Highland Elementary
School, Bellevue, Washington

Mr. Orvie V. Lange, Principal, Washington Elementary School, Everett, Washington

Mr. Arthur G. Ewy, Principal, Grant Elementary School, Spokane, Washington

Mr. Otis J. Grande, Principal, Roosevelt Elementary School, Tacoma, Washington

Mr. Clarence Monson, Principal, Lowe 11 Elementary School, Tacoma, Washington

Mrs. Ruth Trosper, Principal, Geiger Elementary School, Tacoma, Washington

Mr. Fred Oliver, Principal, Wallace Elementary School, Kelso, Washington

Mr. W. E. Walker, Principal, Lincoln Elementary, Vancouver, Washington

Mr. Ray Jongeward, Principal, Fruit Valley School, Vancouver, Washington

Mr. R. L. Roberts, Principal, Lewis Elementary School, Vancouver, Washington

Mr. Vernon A. Smith, Principal, Harvey School, Vancouver, Washington

Mr. Walter D. Chapman, Principal, Lincoln Elementary, Hoquiam, Washington

Mr. Harry W. Kegel, Principal, East Bremerton Elementary School, Bremerton, Washington

Mr. Raymond Lamb, Principal, Spalding School, Richland, Washington

Katherine E. Baird, Principal, View Ridge School, Seattle, Washington

Mr. Wieber Wynstra, Principal, Interlake Elementary, Seattle, Washington

Mr. Freeman J. Mercer, Principal, Lake Burien School, Seattle, Washington

Mr. Glenn O. Gustavson, Principal, Lowell Elementary School, Seattle, Washington

Mr. Henry Cable, Principal, Sunnyside, Washington

Rosella L. Zuber, Principal, McMicken Heights Elementary, Seattle, Washington

Mr. Harold D. Paschal, Principal, View Ridge Elementary School, Bremerton, Washington

Mr. Carlos A. Scott, Principal, Central Grade School, Kirkland, Washington

Natalie Dubois, Principal, Pinehurst Primary, Seattle, Washington

Mr. Victor Dickinson, Principal, Emerson Elementary, Seattle, Washington

Mr. Harold E. Wenzel, Curriculum Supervisor, Aberdeen, Washington

Mr. J. L. Troxel, Principal, MacArthur Elementary, Vancouver, Washington

Mr. Noel Q. Flowers, Principal, Hillcrest Elementary School, Bremerton, Washington

Mr. D. E. Jack Slater, Principal, Lieser Road Elementary, Vancouver, Washington

Mr. Russell Anderson, Principal, Westpark Elementary School, Bremerton, Washington

Mrs. Lillian Stiles, Principal, Olympic View School, Bremerton, Washington

Mr. I. E. Iverson, Principal, Marshall Elementary School, Vancouver, Washington

Silvan Strandwold, Principal, Central School, Hoquiam, Washington

Mr. Brooks Lewellen, Hazel Valley School, Seattle, Washington

Mrs. Esther Ott, Principal, Algona School, Algona, Washington

Mr. George S. King, Principal, Monroe Elementary School, Port Angeles, Washington

Mr. H. M. Tompkins, Principal, Marcus Whitman Elementary School, Richland, Washington

Mr. J. Roy Shipley, Principal, Aberdeen, Washington

Mr. William A. Kendrick, Principal, Columbia Valley Gardens Elementary School, Longview, Washington

Mr. Sidney B. Douglas, Principal, Lowell Elementary School, Lowell, Washington

Mr. Lee W. Clarkson, Principal, Lewis and Clark Elementary, Richland, Washington

Mrs. Eunice S. Allen, Principal, Chelsea Park, Seattle, Washington

Miss Blanche Bertrand, Principal, Silver Beach Elementary, Bellingham, Washington

Mr. Angus Edwards, Washington School, Port Angeles, Washington

Mr. Myron Dimmitt, Principal, Beverly Park Elementary School, Seattle, Washington

Mr. David L. Roberts, Principal, Alexander Young Elementary School, Aberdeen, Washington

Mr. J. H. Garrison, Principal, Wendell Phillips Elementary School, Sunnyside, Washington

Mr. Leslie W. Lee, Washington Elementary School, Sunnyside, Washington

Mr. Sig Moe, Principal, Terminal Park Elementary School, Auburn, Washington

Mr. Robert B. Kroodsma, Outlook Grade School, Outlook, Washington

Mr. Gildo Rey, Principal, Washington and West Auburn Elementary, Auburn, Washington

Mr. Harold G. Peterson, Principal, Fawcett School, Tacoma, Washington

APPENDIX C

The data submitted in the returned questionnaires included valuable examples of material compiled and used by the teachers when planning parent-teacher conferences. Some of this material has been included in Appendix C.

Here are examples of invitations to attend parent-teacher conferences.

1. College Elementary School, Ellensburg,
Washington
2. Lincoln School, Ellensburg, Washington
3. Hillcrest School, Bremerton, Washington
4. Fawcett School, Tacoma, Washington
5. Vancouver Public Schools, Vancouver,
Washington

PARENT
TEACHER
CONFERENCE
at the
College Elementary
School

Dear Mr. and Mrs. _____

The teachers of our school are arranging a series of conferences with parents during the next few weeks. These personal conferences will take the place of a written report at this time.

I would appreciate your cooperation if you will come to see me for a thirty minute conference
_____ at _____ a.m.-p.m.

If it is impossible for you to meet this appointment, will you kindly let me know and suggest a more convenient time.

Sincerely yours,

Teacher

Dear Parents:

Your second evaluation conference has been scheduled at _____ on _____ in _____ conference room number _____. This room is on the _____ floor of Lincoln School. This opportunity to confer with your child's teacher is designed to help you and the teacher work together to develop the very best educational program for your child.

If it will not be possible for you to keep this appointment, please let me know before _____ so that other arrangements can be made..

Cordially,

PARENT
TEACHER
CONFERENCE

Dear Mr. and Mrs. _____

Your Parent-Teacher

Conference is scheduled for

_____ at _____ A.M. P.M.

If it will be impossible
for you to keep your appointment
will you kindly let me know?

Sincerely,

Teacher

Tacoma Public Schools
Fawcett School

To _____:

In keeping with our policy of having conferences with parents of pupils as a means of reporting, could you come for a conference with _____ on _____ at _____ o'clock.

If the above time is not convenient for you, another time will be arranged. If you find it impossible to come for a conference a written report will be sent to you.

The following information from the parent may prove helpful. The child's attitude toward school, his work and play activities at home, family relationships, health conditions, emotional behavior, and any unusual conditions in the home that may affect the child.

Will you kindly detach the slip below and return it promptly to your child's teacher?

Thank you very much.

To _____:
Teacher's name

I shall be able to keep the above appointment _____
Parent's signature

I find it impossible to keep the above appointment, but will contact you for another appointment time _____
Parent's signature

I find it impossible to come for a conference _____
Parent's signature

SCHOOL CONFERENCE

_____ School

Date _____

Dear _____,

As was announced in the group meetings held earlier this fall, our next report to parents concerning childrens' progress in school will be by an individual conference.

Because each of us has many children, it will be necessary to schedule conferences rather closely. Each conference will be approximately 20 minutes long. I would like to confer with you on _____ at _____ o'clock at school. The attached form may be used to arrange our conference.

Sincerely,

Teacher

Please fill in one of the following and return to the teacher.

- ___ 1. I will be able to confer with you at the time you suggest.
- ___ 2. I will not be able to confer with you at the above stated time. Please suggest another date.

Parent's Signature

HOME CONFERENCE

_____ School

Date

Dear _____,

It was announced in the group meetings held earlier this fall, our next report to parents concerning childrens' progress in school will be by an individual conference.

I feel that I can be more effective in directing the learning activities of your child if I have the opportunity of meeting and conferring with you in your home. In order to reach a maximum number of homes, I plan to spend no more than 30 minutes in yours. I would like to confer with you on _____ at _____ o'clock. The attached form may be used to arrange our conference.

Sincerely yours,

Teacher

Please fill in one of the following and return to the teacher.

- _____ 1. I will be able to confer with you at the time you suggest.
- _____ 2. I will not be able to confer with you at the above stated time. Please suggest another date.
- _____ 3. I would rather confer with you at school. Please suggest a date.

Parent's Signature

Here are samples of suggestions for conducting a conference, used by the Everett Public Schools, Shoreline Public Schools, and Vancouver Public Schools.

Jackson School
Everett, Washington

Conducting a Conference

1. Arrange for no interruptions of any kind, and be sure to have a comfortable place to sit. (Preferably not at your desk.)
2. Have greeting friendly and relaxed.
3. Remember that the success or failure of the conference depends on the teacher.
4. Always start with a positive, constructive statement. Find something good to say.
5. Let the parent take the lead as far as possible. Avoid criticism of parent.
6. Find out how parent is thinking and feeling about his child. (You cannot know your child until you know his parents.)
7. Cultivate relationship of equality and sincerity.
8. Talk with parents--not at them.
9. If a parent says he is worried about his child, follow through.
10. Respond more to a parent's feelings than to events he relates to you.
11. Try to get parent to take initiative.
12. Always consider the child as a person.
13. Ask questions in such a way that they do not imply criticism.
14. Be accepting--show no surprise or disapproval.
15. Assurance on part of teacher that all information will be treated as confidential.
16. Teacher builds up child's strength, rather than emphasizing weaknesses.

17. Teacher always maintains her faith in the child and maintains a hopeful attitude.
18. Ask what the parents feel the school should do for a child which afford an opportunity for teacher to council the parent as to what contribution they can make to the school.
19. Let parent know you appreciate his cooperation.
20. It is helpful to try to close the conference on a constructive forward-going note--such as a plan for further consultation, a definite date for the next conference, a statement of encouragement or reassurance, a statement of a plan of cooperative action.

SHORELINE PUBLIC SCHOOLS

Lake Forest Park School

Suggestions for Conducting
Parent-Teacher Conference
on Pupil Progress

1. The responsibility for the success or failure of a conference rests primarily with the teacher. Her preparation for and her ability to conduct each conference are important.
2. Be enthusiastic about the plan of reporting progress. Do your part in selling the plan to the parents.
3. Be prepared! Do not make vague statements.
4. Have all materials needed for a successful conference. Keep classwork materials in a folder or booklet. Teachers shouldn't overburden themselves with samples of each child's daily work to the extent that each paper is explained. Some of these papers might be sent home with the parent. Progress in workbooks might be discussed.
5. Know your child. His cumulative records should be available for your study as well as to show to the parent when the teacher considers it necessary. Make use of Permanent Record card, Health card and information in the folder. Personality cards should not be shown to the parent.
6. It is well to arrange for no interruptions during a conference. Perhaps a note on the room door will help.
7. It has been suggested that the parent might feel more at ease, if the conference could be held someplace other than at the teacher's desk.
8. Be flexible. Do not be stereotyped. Vary your conference procedure according to its own merits, the needs of the child, and parent with whom you are conferring.
9. Find something about which you can honestly give praise. Start your report with constructive comments. Everyone thrives on a bit of praise. Emphasize strengths. Ask for the parent's help to improve the child's weak points.
10. The teacher's greeting should be friendly and relaxed.

If she is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if he wishes you were not there or would soon leave.

11. If the parent suggests a plan of action, accept it if at all possible. Be willing to try the parent's plan before forcing the use of your own. One of the goals of a conference with the parent is to get him to take the initiative. Your plan can be tried if the parent's plan fails.
12. Put the parent at ease. Ask questions to lead him to volunteer information concerning the child. Be informal. Encourage the parent to contribute useful information about the child. It is important that the teacher be a good listener, as well as a good talker.
13. Be open-minded. Be willing to revise an opinion in light of new facts received from the parent.
14. All records or report materials should be treated by teachers in a professional manner. They should be seen only by the teacher and the parent, and in some cases, the child involved.
15. Parents should be kept on the topic to avoid the loss of precious time. In most instances, visiting isn't too constructive.
16. Talk about the whole child, not only his scholastic progress.
17. Do not disclose a child's actual I.Q. Talk in terms of ability. This topic must be carefully considered before discussing it with parents. One approach might be to explain that children in the same family frequently have a great variation in abilities.
18. Do not compare one child with another. The child's ability and progress is a private matter between the parent and teacher.
19. Do not talk about class standards. Talk about ability and progress.
20. The child's desk might be shown. Good or poor house-keeping might be indicative.

21. Be careful about offering too much criticism. This will tend to place the mother in opposition to the teacher because she might become angry or consider the situation hopeless or both. Criticism can be fatal to the building-up of a cooperative relationship.
22. Use tact in your criticism. Do not be too blunt in your remarks, yet tell the truth.
23. Teachers should be careful so as to not give advice too freely. Cause the planning to be the result of cooperative exploration into the child's problems by teacher and parent. Suggestions are more apt to work if the parent has a thorough understanding of the problem.
24. Do not spend too much time on achievement tests. This is especially true when a conference is held soon after achievement tests have been given.
25. Do not criticize other teachers for the work a child has done in a previous grade.
26. Ask the parent for the child's impression of school. Sometimes vital information is gained from the child's viewpoint.
27. Comment on the parent's cooperation in promoting his child's progress.
28. It usually doesn't help to argue with a parent.
29. Invite the parent to return to school for a visit and recheck through conferences if he desires.
30. It is helpful to close the conference on a constructive, a pleasant note.

SHORELINE PUBLIC SCHOOLS
PRIMARY GRADES CONFERENCE GUIDE FOR TEACHERS

NAME _____ DATE _____ TEACHER _____ GRADE _____

YOUR CHILD AT HOME AND SCHOOL

Parents and teachers become partners when the education of a child is considered. We believe the personal conference offers both the home and school an opportunity to know children better by sharing knowledge and experience concerning him. This guide sheet is planned to direct our discussion and express information that will make it possible for the home and school to better serve the needs of children. It may not be necessary to discuss every item on this guide sheet and there may be other topics which are more important to a particular child that should be included. Hence this will merely serve as a general outline for teachers and parents.

I. General Health - Discuss the characteristics of the age level.

- 1. Height _____ Weight _____ Attendance _____
- 2. Personal Appearance
 - a. Posture, endurance, motor coordination, and personal habits.
- 3. Rest Habits
- 4. Food Habits

II. Living At School and Living At Home

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. General attitudes toward children and adults. 2. Growth as evidenced by responsibility, independence, self-discipline, cheerfulness, etc. 3. Participation in activities. | <ul style="list-style-type: none"> 1. General attitudes among family members. 2. Interests and outside activities (play, hobbies, Sunday School, pets, movies, radio, & television.) 3. Intellectual curiosity. 4. Home responsibilities. |
|--|---|

III. School Progress - Discuss the following skills on the basis of the child's growth, maturity, interest, knowledge, and achievement. Suggestions for improvement at home and school will be determined by the child's needs.

- A. Language, reading, writing, spelling, dramatics, listening, speech.
- B. Music
- C. Art
- D. Physical Activities
- E. Number concepts
- F. Social studies
- G. Science

Vancouver Public Schools

SPECIFIC GUIDES FOR THE PARENT-TEACHER CONFERENCE ANDWRITTEN REPORTS OF PUPIL PROGRESSPhysical Development and HealthEyes

1. What are the results of eye tests such as the Snellen, Massachusetts or Telebinocular?
2. Does he have evidences of poor sight or of eye strain?

Ears

1. What are the results of hearing tests?
2. Does he show evidences of poor hearing?

Height and Weight

1. What is his height and weight?
2. Is he overweight or underweight?
3. Has he gained or lost a significant amount of weight?

Attendance

1. How many days has he been absent?
2. How many times has he been tardy?

Physical Vigor

1. Is he energetic?
2. Is he very quiet?
3. Does he fatigue easily?
4. Is he well nourished?

Motor Control

1. Does he walk and run freely? Skip rope, throw and catch?
2. Is he clumsy?
3. Can he take care of wraps, button buttons, etc.?
4. Can he manipulate tools and puzzles and parts of small toys accurately?
5. What is his hand preference? Does he have confused dominance?

Participation in Physical Activities

1. Does he participate actively in games?
2. Does he participate in games normal for his age?
3. Does he participate in a variety of games?
4. Is he progressing in the acquisition of skills?

Health Habits

1. Does he wash his hands after going to the toilet?
Before eating?
2. Does he cover his mouth when sneezing or coughing?
3. Does he wear adequate clothing when he goes outdoors?
4. Does he brush his teeth? Bathe regularly? Change clothes frequently?
5. Does he choose foods wisely? Take enough time for eating? Have acceptable table manners?

Social Development

Reactions to Other Children

1. Does he show friendliness--by talking to others, playing with others--cooperatively and with enjoyment?

2. Does he show awareness of other children by watching them, smiling, talking about them or imitating their activity?
3. Does he appear shy, withdraw from contacts, pull away or ignore others?
4. Does he appear antagonistic for no reason, mean-- as kicking, hitting or teasing, etc.?
5. Does he show leadership in play with others-- usually follow, attempt to lead, boss others younger than self, boss own age, boss adults, show real leadership?
6. How does he react to other children's aggressive approach--self-defense, submits passively, cries, appeals to adults?
7. Does he take turns--only at teacher's request? Spontaneously? Grabs and takes things regardless of whose turn? Waits for turn, finds a substitute?
8. Does he share, wants things for himself most of the time, willing to share at the request of another child, offers to share materials he has?
9. Does he help others--seldom, frequently, occasionally?
10. Does he show sympathy?
11. Is he growing in self-dependence?
12. Does he find satisfaction in his own achievement, or chiefly in adult approval?
13. Is he fearful of attempting something new?

Responses to Authority and Adult Suggestion

1. Is he sneaky, furtive, abusive toward adults? Openly negative, runs away, cries, refuses?
2. Is he evasive, seems to pay no attention, starts in and forgets? Obeys requests of adults slowly or promptly?
3. Does he accept suggestions in good spirit and try to profit from them?

Participation in Group Responsibilities

1. How does he care for materials? Destructive, careful?
2. Does he enjoy helping teachers and other children?
3. Does he do his part in keeping the classroom neat and attractive?
4. Does he meet the school standards in halls, assembly, lunchroom and on the playground?

Dependence Upon Adults

1. Is his behavior completely different at home than at school?
2. Is it different when the mother is present?
3. Does he follow about, sit beside, hold on, want teacher to watch his play?

Demands for Attention

1. Does he show off in silly ways?
2. Does he demand to be looked at continuously?

Habits With Underlying Significance

1. Masturbation, sucking, nail biting, fidgeting, nose-picking, or show other indications of strain?

Growth In Specific Areas

General Intellectual Development

1. Does he remember directions well, or does he need to be told more than once?
2. Does he concentrate on his own activity over a long period of time, or is he easily distracted?
3. Does he appeal to teacher or children before having first attempted to solve a problem for himself?
4. Does he show signs of annoyance?
5. Does he solve problems successfully most of the time?

Social Studies

1. Does he show interest in the activities of the people in the community?
2. Does he share his experiences with others in the conferences with the group?
3. Does he contribute either with suggestions or with materials to the activity of the group?
4. Does he show through his behavior that he understands the meaning of cooperation?
5. Does he understand the concept of interdependence?
6. Does he read, select and contribute appropriate material relating to the topics being studied?
7. Does he show growth in the use of maps, pictures, charts, graphs, and tables?
8. Does he show thoughtfulness, clear thinking, and understanding in discussing problems?
9. Does he show effective results of study by his questions, reports and written work?
10. Does he complete projects and units of work assigned?
11. Does he cooperate well with others in doing class work?
12. Is he improving in his ability to work on problems?
13. Does he listen effectively?
14. Does he work with small groups upon a project?
15. Does he act as a leader of a group?
16. Is he tolerant of others' opinions and appreciative of others' successes?
17. Is he prompt with contributions?
18. Is he developing confidence in ability to do things?
19. Is he planning and carrying the plan to a successful end?

LanguageOral Expression

1. Does he converse with individuals?
2. Does he share personal experiences with the group?
(With young children more attention is paid to the story, itself, than to the form, but both should be developing with older children).
3. Does he contribute ideas for group activities?
4. Is he increasing his vocabulary through use of dictionary, reading and conversing?
5. Does he talk in a natural, easy manner?
6. Does he like to express his ideas?
7. Does he speak clearly? In complete sentences?
8. Is he interested in listening to others talk? To stories read or told?
9. Does he like poetry?
10. Does he speak interestingly, using good English?
11. Is he becoming increasingly adept in correct use of language forms?
12. Has he a pleasing and well-controlled voice?
13. Does he try consciously to eliminate slang?
14. Does he engage in dramatic play or dramatizations?
15. Does he select appropriate material for oral talks?
16. Does he keep on the subject?
17. Is he unusually creative?
18. Can he make a report with the use of notes?
19. Does he organize ideas around a central theme?

Written Expression

1. Is he developing readiness for written expression by participating in activities that stimulate interest in and create a need for written work at younger age levels?
 - a. Is he utilizing opportunities for written work as he progresses through school?
2. Is he using writing in reading activities or in social studies to record activities?
3. Is he learning to write sentences?
4. Is his vocabulary increasing at a satisfactory rate?
5. Is he using capital letters wherever needed?
6. Is he learning to use or is he using marks of punctuation according to his developmental level?
7. Is he using grammatical forms correctly in written work?
8. Can he write good paragraphs?
9. Can he write good letters?
10. Does he choose interesting beginning sentences?
11. Does he choose good ending sentences?
12. Can he take notes and make an outline suitable for age level?
13. Can he write compositions in related paragraphs?

Penmanship

1. Does he have muscular coordination necessary for doing manuscript writing? Doing cursive writing?
2. Is his writing legible? Suitable for his age?
3. Does he space well? Use suitable sized letters?
4. Do his letters have good form?
5. Does he like to write?

6. Is his work neat?

Spelling

1. Does he know that words should be written with correct spelling?
2. Does he use a book to find a word he wants to use but cannot spell?
3. Does he like to learn to spell new words?
4. Does he use a dictionary intelligently?
5. Does he spell words correctly in all written work?
6. Does he use effective methods in learning to spell new words?
7. Does he retain words well?

Reading

A. Signs of Reading Readiness

1. Has he had a rich experience at home?
2. Does he have a fairly large speaking vocabulary?
3. Does he keep to the point when talking?
4. Does he express his ideas so that others understand?
5. Can he tell a story from a picture?
6. Does he see the relationship between experience and the printed symbol?
7. Can he relate a series of events in logical sequence?
8. Can he discriminate between gross word forms?
9. Does he understand left and right movements?
10. Does he have a speech defect?
11. Does he ask rational questions?
12. Are his eyes well developed?
13. Does he hear well?

14. Is his general health good?

15. Does he use a realistic form in art interpretations?

B. Reading

1. Does he understand what reading means?
2. Does he like to read?
3. Does he understand what he reads?
4. Does he read fast enough for his age and ability?
5. Is he learning to master new words by himself?
6. Can he work out new words through use of context clues or pictures?
7. Does he read well orally so that others may enjoy it?
8. Does he choose reading for free activity?
9. Does he have a public Library card?
10. Does he use the library to advantage?
11. Does he choose worthwhile things to read?
12. Does he read widely because of his own interests?
13. Does he read various types of material helpful in other subjects of the grade
14. Is he becoming increasingly mature in ability to classify objects according to function, size, color, etc.?
15. Does he see relationships between new experiences and previous experiences?
16. Has he developed a good sight vocabulary?
17. Is he able to work out new words through the use of familiar forms, syllables, word analysis techniques, smaller words within larger, diacritical markings, etc.?
18. Can he read directions with understanding? Can he

follow directions?

19. Does he make an effort to understand the meaning, use and pronunciation of new words?
20. Does he use his finger to point? (After second grade, this should stop).
21. Does he read silently without lip movement?
22. Does he read silently at a satisfactory rate?
23. Is he capable of finding answers to questions?
24. Does he use the "Table of Contents"?
25. Does he use the dictionary? Can he alphabetize?
26. Can he use an index, card file, encyclopedia?
27. Can he select topic sentences?
28. Can he list happenings in logical sequence?
29. Can he find important facts for a report?
30. Can he skim material to learn whether it is useful in the study of a problem?
31. Can he compare sources for authenticity?
32. Can he select and combine pertinent material from several sources?

Arithmetic

1. Does he show by his use of objects that number experiences are meaningful?
2. Does he understand the principle of grouping?
3. Does he show by his writing that he understands decades?
4. Does he understand that the number system is made up on the basis of "tens"?
5. Can he develop a chart of numbers from 1-100, 100-200, etc.?
6. Can he supply missing numbers in the chart?

7. Does he understand number symbols suitable for his age--less, more, over, under, plus, minus, multiplication, height, weight, pint, quart, etc.?
8. Is he learning, or has he learned basic number facts?
9. Is he learning, or has he learned the four fundamental processes?
10. Can he read numbers and interpret them?
11. Does he attack his problems with understanding?
12. Does he show evidence of working concretely or abstractly?
13. Does he have ability to see the relationship between realistic problems and number experiences?
 - a. Does he reason well when reading and working problems?
14. Does he like to think out problems?
15. Does he like to work with numbers?
16. Does he choose games involving numbers for free activity period?
17. Is he neat and accurate in his work?
18. Does he do his work in a reasonable amount of time?
19. Is he careful and accurate in arithmetic work?
20. Is he interested in trying to improve his record of progress?
21. Can he add broken columns, bridge in addition, add problems with four to five digit addends and carrying?
22. Does he understand problems involving money? (Dollars and cents, etc.)?
23. Can he subtract with four to six digits in minuend and subtrahend and do carrying problems?
24. Does he understand the principle of multiplication?

25. Can he multiply with two and three digits in multiplicand and one or two in multiplier?
26. Does he understand the principle of division?
27. Can he divide with two and three digit divisors?
28. Does he understand fractions?
29. Can he work problems using all four operations in fractions?
30. Can he multiply whole numbers by mixed numbers?
31. Can he work decimal problems with mixed numbers?
32. Does he have some understanding of Roman numerals? (Below 100)?
33. Is he capable of using problems with denominate numbers involving time, length, weight, liquid, distance, area and electricity?
34. Can he work problems in discount?

Art

1. Does he care for his materials?
2. Is he creative?
3. Does he show evidences of originality in expression?
4. Does he show growth in knowledge and use of art equipment and materials?
5. Does he show independent determination to go ahead?
6. Does he show increased interest in beauty, in nature and in art achievement?
7. Does he cooperate in the proper care and efficient use of art equipment and materials?
8. Does he use a variety of media?

Music

1. Does he like music and rhythm?
2. Can he match tones?

3. Does he sing well in light, clear tones?
4. Does he respond to rhythm?
5. Does he read notes satisfactorily for the grade level?
6. Does he show independence in singing alone?
7. Is he interested, and does he participate actively?
8. Does he seem to enjoy the music period?

Special Activities

Is he a member of the orchestra, chorus, safety patrol, other patrols, student government or a library assistant?

Vancouver Public Schools

A GUIDE SHEET

for

Parent-Teacher Conference of Pupil Progress

School

Child's Name

Grade

Date

Teacher

This guide sheet is intended to direct the discussion between the parent and the teacher regarding the child's progress in school and to aid the teacher in planning for the conference. The back page is reserved for teacher observations regarding the conference and to record any information which might be pertinent to the child's progress.

This guide sheet should become a part of the child's permanent record.

The parent may take notes on a duplicate sheet during the conference to take with him if he wishes.

Vancouver Public Schools

PHYSICAL GROWTH AND HEALTH

Eyes _____ Ears _____

Height _____ Weight _____

Attendance _____

Physical Vigor _____

Motor control _____

Participation in physical activities _____

Health habits _____

SOCIAL GROWTH

Reactions to other children _____

Responses to authority and adult suggestion _____

Participation in group responsibilities _____

Dependence upon adults _____

Demands for attention _____

Habits with underlying significance _____

Vancouver Public Schools

GROWTH IN SPECIFIC AREAS

Social Studies _____

Speaking _____

Writing _____

Spelling _____

Art _____

Music _____

Reading _____

Arithmetic _____

SPECIAL ACTIVITIES
