



“GETTING TO KNOW YOU” CONFERENCES

SUPPORTING TRANSITIONS AND FAMILY PARTNERSHIP

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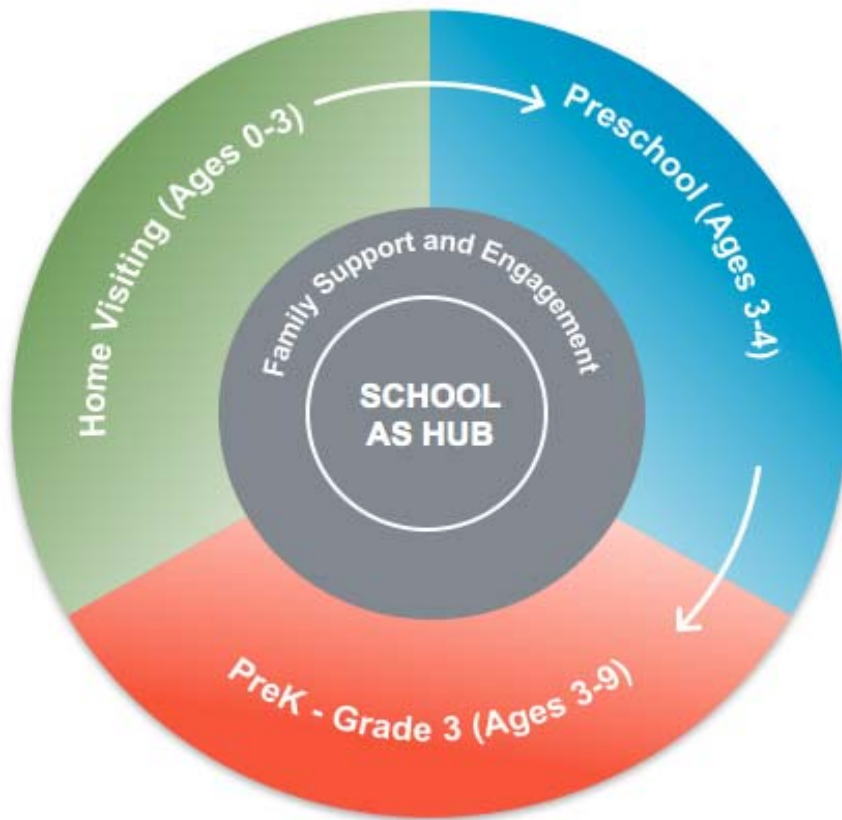




Superintendents' Early Childhood Plan

*Learning Community of
Douglas & Sarpy Counties*

SCHOOL AS HUB: BIRTH –GRADE 3



An innovative, comprehensive approach to reducing achievement gaps for young children from birth through Grade 3

FULL IMPLEMENTATION SITES

Bellevue Public Schools

- Belleaire Elementary

DC West Community Schools

- DC West Elementary

Millard Public Schools

- Cody Elementary
- Sandoz Elementary

Omaha Public Schools

- Gomez Heritage Elementary
- Liberty Elementary
- Mount View Elementary
- Pinewood Elementary

Ralston Public Schools

- Karen Western, Meadows, & Mockingbird Elementary

Westside Community Schools

- Westbrook Elementary

*Full implementation sites
currently serve
approximately 3,600 children
from birth through Grade 3
and their families.*

*More than 358 school staff
from these sites benefit from
on-going professional learning
and other implementation
supports.*

BELLEAIRE ELEMENTARY SCHOOL



Pre-K – Grade 6

Title I School

Adjacent to Offutt Air Force Base

295 Students

61% White 39% Minority

9.5% English Language Learners

72% Free/Reduced Meals

19% Mobility

Transition Activities Prior to “Getting to Know You” Conferences

Teacher to Teacher

- Transition Meetings
- Classroom Observations
- Data Sharing

Families

- Back to School Night

Students

- “Meet the Teacher” Time



*"Mrs. Hammond! I'd know you anywhere from
little Billy's portrait of you."*

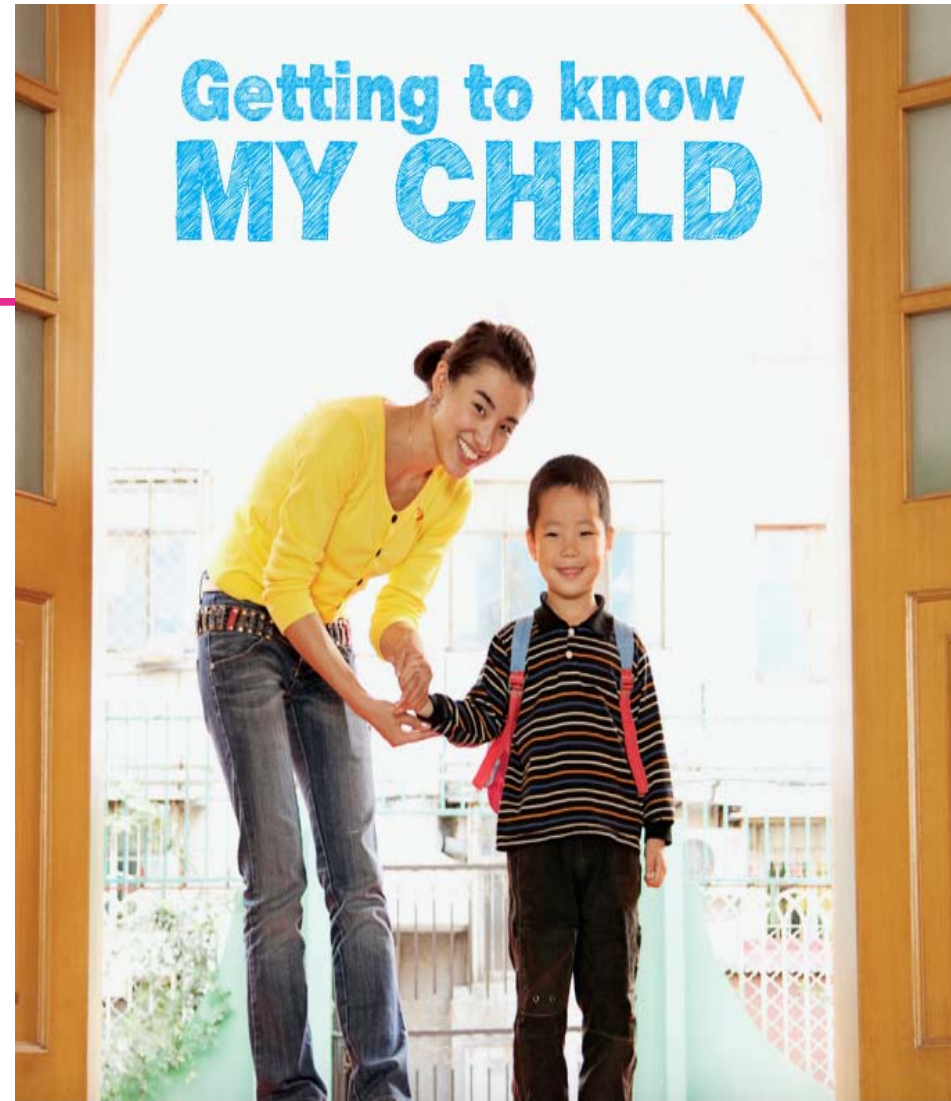
WHY CHANGE?

Build positive relationships with families and students from the start

Value voice of parents

Learn about background experiences, interests, and needs of students and families

Support successful transitions into our school and from grade to grade





Early elementary students gain more in achievement when they and their parents experience supportive relationships with teachers (Hughes & Kwok, 2007).

RESEARCH: **STUDENT—TEACHER RELATIONSHIPS**

The quality of children's relationships with their teachers in the early grades has important implications for children's concurrent and future academic and behavioral adjustment ([Howes, Hamilton, & Matheson, 1994](#); [Hughes, Cavell, & Jackson, 1999](#); [Meehan, Hughes, & Cavell, 2003](#); [Pianta, Steinberg, & Rollins, 1995](#)).

An effect for teacher—student relationships in kindergarten is found in achievement up to 8 years later ([Hamre & Pianta, 2001](#)).

Children who are most at-risk for school failure on the basis of behavioral adjustment, quality of parenting, low SES, or ethnic minority status are most affected by the quality of their relationships with teachers ([Hamre & Pianta, 2001](#); [Silver et al., 2005](#)).

RESEARCH: PARENT–TEACHER RELATIONSHIPS

When parents participate in their children's education, both at home and at school, and experience relationships with teachers characterized by mutuality, warmth, and respect, students achieve more, demonstrate increased achievement motivation, and exhibit higher levels of emotional, social, and behavioral adjustment ([Fan & Chen, 2001](#); [Henderson & Mapp, 2002](#); [Marcon, 1999](#); [Reynolds, 1991](#)).

[Rimm-Kaufman et al. \(2005\)](#) found that kindergarten teachers' reports of parents' attitudes toward education predicted child participation and engagement after accounting for family income and maternal sensitivity.

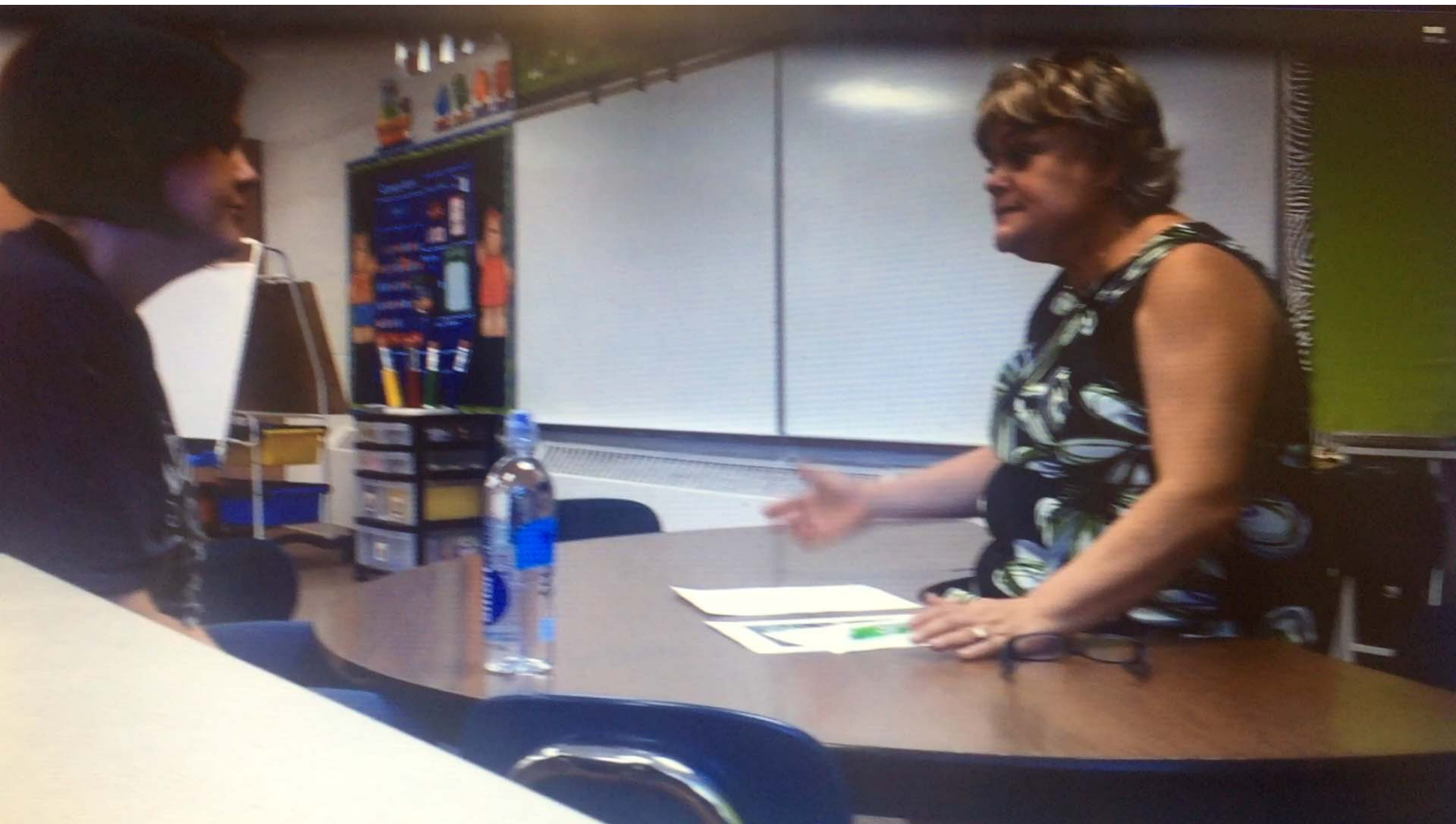
BUILDING OUR SCHOOL COMMUNITY



Teachers work hard during the first weeks of school to get to know their students. The same idea applies to working with the most influential adults in the children's lives: **their parents.**

THE CONFERENCE







SCHEDULING & LOGISTICS

SOME CONVERSATION STARTERS

Thank you for coming today. This is a time for you to talk and share about your child.

*What would you like to tell me about your child?

Learning Style?

Interests?

Greatest strength or skill?

Your concerns about your child's school year?

*What do you want your child to be able to know/do by the end of the kindergarten year?

*What are your hopes and dreams for your child?

* What is the best way to contact you during the school year? What time?

* Is there anything else you would like to tell me or you hoped I would ask about your child?





STUDENT BENEFITS



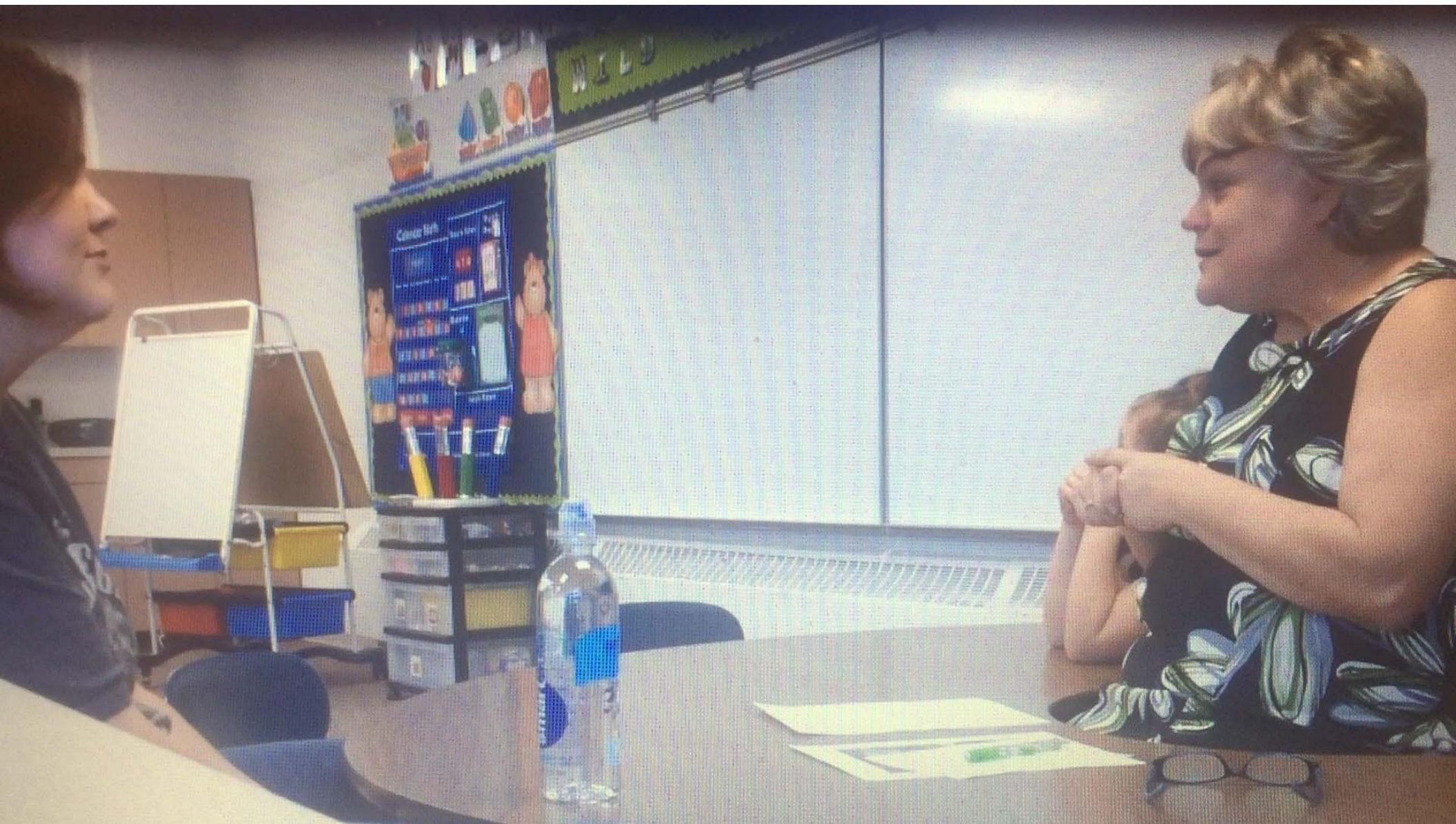


IMPACT WITH PARENTS





TEACHERS' EXPERIENCES





**TAKING THE PLUNGE to include
the WHOLE SCHOOL next year!**

SOME LESSONS LEARNED

Conversation times will vary.

Allow the parents to preview the question prior to the conference so they have time to think about their responses.

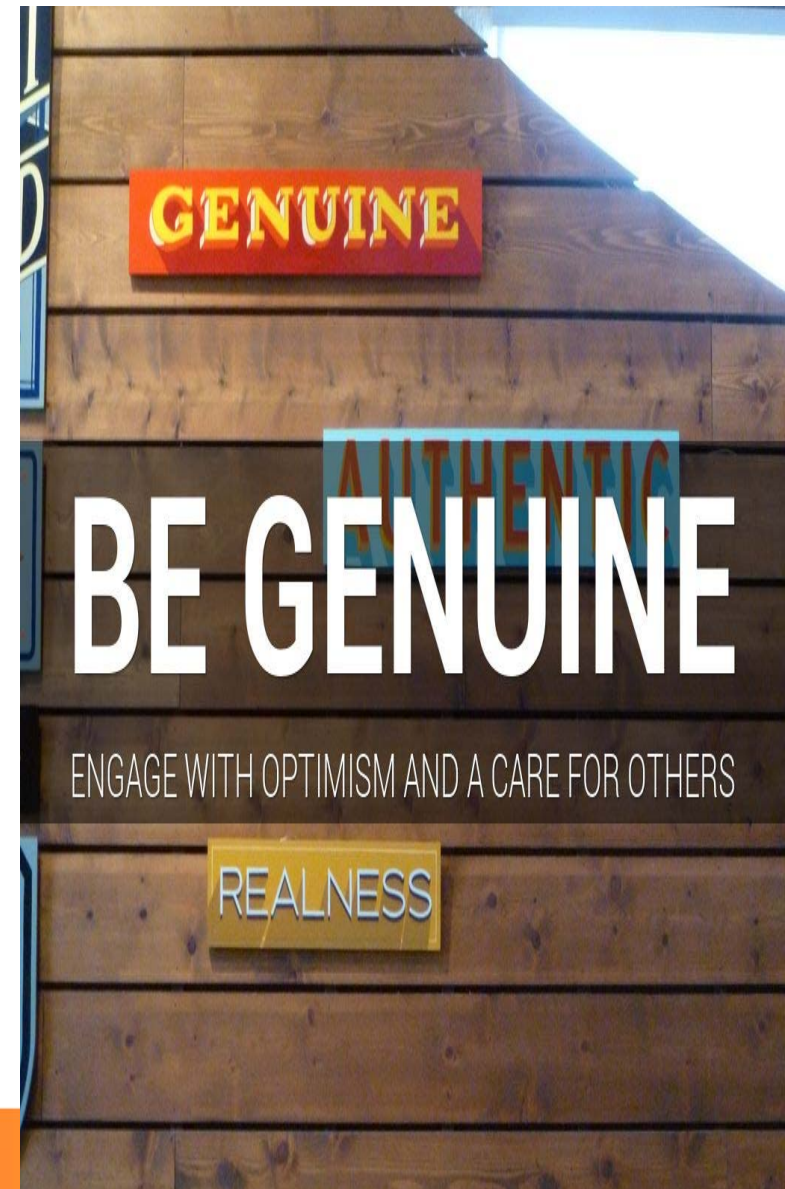
Try online scheduling with telephone follow-ups.

Teachers were more comfortable in this type of "listening" conference than with traditional conference.

It worked well to start small with our incoming Kindergarteners.

Be prepared for families to ask, "When will my older child's conference be scheduled?"

Enjoy getting to know your students and families in a whole new way!



Questions?





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