

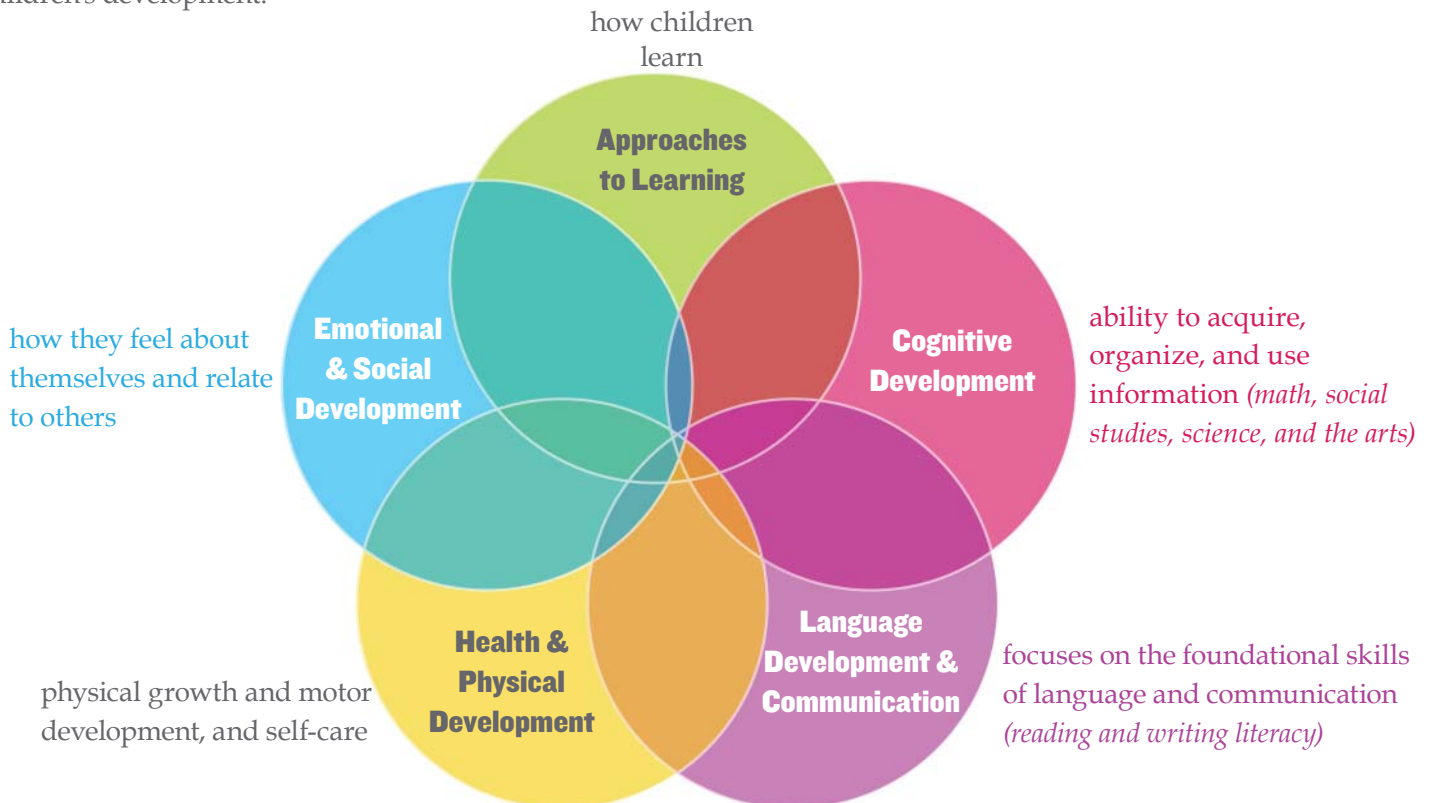
Shared Decision-Making for Families

A TEMPLATE FOR CONVERSATIONS BETWEEN FAMILIES AND TEACHERS



Formative assessment is an ongoing classroom process that provides information about what each child is learning while he or she is learning. Teachers and families can use the information to adapt their approach to better fit the needs of each child as they work to meet learning goals. And, children use the information to continue working to meet learning goals. Families can use this template to have a positive conversation about children's growth and development. Because this is an ongoing process, both teachers and families should focus on the child's strengths and ability to grow. Teachers will prepare for the conversation using a similar form.

Below is a graphic that explains the overall areas of children's development:



This resource is designed for families to discuss their child's learning and developmental progress with teachers, as well as to plan for how to support their child in his or her developmental growth.

Recommendations

- Implementation Settings
- Family-teacher conferences
 - Before or after school
 - Related school events
 - Parent community meetings

Planning Time: 30 minutes

Implementation Time: 60 minutes

Teachers can use this resource to plan for a data sharing and goal setting conversation with families.

Principals can support teachers in distributing this to families and finding related professional development opportunities for both teachers and families.

Preparing for a Conversation with your Child's Teacher

Fill the following section out before meeting with your child's teacher. You answer these questions on your own.*

Circle the Topics Below You Would Like to Discuss:

| Language Development and Communication | Health and Physical Development | Social-Emotional Development | Cognitive Development | Approaches To Learning |
|--|---------------------------------|------------------------------|-----------------------|------------------------|
| Book orientation | Crossing the midline | Emotion expression | Object counting | Perserverance |
| Following directions | | | | |
| Letter naming | Grip and manipulation | Emotional literacy | Problem Solving | |
| Print Awareness | | | | |
| Reading comprehension | Gross motor | Emotional regulation | Mathematical Patterns | |
| Vocabulary | Hand dominance | | | |
| Writing | | | | |

Other topics I'd like to discuss (Ex: homework routines, how to understand data, what's upcoming in the classroom, social skills, etc.):

Questions I have about my child's progress (Ex: What does this mean for my child? How has my child grown since the first time you observed to determine progress? How can I observe these behaviors at home?):

I see strengths in my child in these areas (following directions, making friends, etc.):

I have concerns about my child in these areas (Ex: reading, vocabulary, understanding emotions, etc.):

Outside of school my child does this that supports his or her progress (Ex: Does assigned homework, reads every night, helps out with chores, etc.):

Ways that the teacher can continue to support my child in his or her growth (Ex: Help me and my child understand the data, continue to meet with me and talk about his or her growth, make decisions with me about how to support my child, etc.):

Fill this section out while meeting with the teacher. You might ask these questions of your child's teacher.

What are my child's strengths overall?

What are my child's areas for growth overall?

In which area will you most support my child's developmental goals?

How can my family partner with you to support my child at home?

Planning With Your Child's Teacher

Choose two goals to focus on until the next time you meet with your child's teacher.

1. _____

2. _____

Discuss together what can be done in school and outside of school to assist the child in reaching this developmental goal.
(Ex: The teacher will work individually and in small groups with the child on counting objects that are of interest to the child. Our family will use everyday opportunities like counting objects in the grocery store or objects in nature to assist our child.)

The teacher will:

Our family will:

Next Steps

- Teacher and family will continue to collect data on child progress.
- Teacher and family members will use strategies to support the child in reaching his or her developmental goal.
Teachers can provide activity ideas for families, as families would find them helpful.
- Teacher and family will communicate regularly about the process toward reaching goals.
- Teacher and family will have a check-in meeting to assess next steps.
- Teacher will observe child during a pre-determined timeframe.
- Teacher and family will meet to discuss new data results and collaboratively plan for next steps.