

Sustainability for Principals



Sustaining Family Engagement in the Formative Assessment Process: Assessment of Teachers' Professional Learning Needs

Classroom teachers are most often directly engaged in looking at, explaining, and using formative assessment data with families. This requires teachers having the knowledge, skills, and attitudes necessary to appropriately administer, analyze, and use formative assessment to guide instructional decisions. In addition, this requires teachers to have the culturally responsive skills necessary to effectively present and use that data with diverse families in a way that supports their engagement in the planning and goal-setting process.

By understanding a teacher's competency with formative assessment and engaging families in the process, principals can play an important role in designing professional learning opportunities to support teachers' work with families.

To ensure that teachers are providing families with the information and supports they need to be meaningfully engaged in the formative assessment process and active contributors to their child's ongoing progress, three key elements must be in place:

1. Families have access to timely and relevant data about their child that is culturally and linguistically appropriate;
2. Information that is shared is understandable and meaningful to both families and teachers (i.e. both families and teachers have input); and
3. Teachers and parents put the information into action.

The following is a teacher assessment tool that can help identify professional learning opportunities teachers may need related to each of these elements. It can be used as a self-assessment tool, supervision tool, or both.

This resource can be used by principals to assess teachers' professional learning needs related to family engagement in the formative assessment process. It can be used as a self-assessment tool, supervision tool, or both.

Recommendations

- Implementation Settings**
- Professional learning communities
 - Teacher supervision meetings
 - District level meetings
 - Planned individual time

Planning Time: 60 minutes to plan for using results

Implementation Time: 30 minutes to assess

Families can use this resource to assess the teacher's efforts regarding family engagement in the formative assessment process.

Teachers can use this resource to self-assess and determine professional learning needs related to family engagement in the formative assessment process.

District leaders can use this resource to understand the measures each school is using to determine effectiveness of family engagement in the formative assessment process. This resource can also inform district-wide professional development plans.

	This is an area I know nothing about	I know a little but I could use more info and skills	Accomplished, but I want higher level info and resources	I could share what I know in the PLC	I could lead a professional learning session on this topic
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PROVIDING FAMILIES ACCESS TO INFORMATION

Using multiple approaches to engage with families including face-to-face meetings and other forms of communication such as: <ul style="list-style-type: none"> • Conducting home visits. • Planning group information sessions at school. • Using technology for communication with families. 					
Understanding barriers and challenges families may have to accessing information through traditional school and classroom communication channels.					
Using appropriate outreach and communication strategies for diverse families/ understanding linguistic and cultural backgrounds.					
Presenting data in a user-friendly format.					
Supporting peer-to-peer relationships among families.					
Using strategies for building trust with families.					
Creating a welcoming environment in my classroom.					
Creating strategies for ongoing two-way communication with families.					

MAKING INFORMATION UNDERSTANDABLE AND MEANINGFUL TO FAMILIES

Explaining formative assessment to families - what it measures and why it is important.					
Providing families with information about classroom activities and goals and how they relate to the formative assessment process.					
Employing strategies and techniques to seek input, and gather information and stories from families.					
Using a strengths-based approach to talking about child progress.					
Collecting and using information from families about their defined strengths and areas to focus on in regard to their child's progress.					
Eliciting and responding to families' questions and concerns.					
Understanding what questions to ask to gather pertinent information from families.					
Linking data to child development.					

USING INFORMATION TO TAKE ACTION WITH FAMILIES

Using strategies and techniques for shared ownership and decision-making with families.					
Working through challenges in communication and relationship-building.					
Translating assessment data into everyday activities that families can use to support learning at home.					
Explaining how information from families will be used to inform classroom instruction for their child.					
Sharing community resource information with families.					