

Shared Decision-Making for Teachers



CONVERSATION TO SHARE DATA WITH FAMILIES

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 can provide families with the complementary family form so that they have the opportunity to prepare for this conversation, as well.

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

Teacher/Family Conversations

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				

This resource is for teachers to discuss formative assessment data, set goals, and plan for achieving those goals with the families.

Recommendations

Implementation Settings

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

Planning Time: 30 minutes

Implementation Time: 60 minutes

Families can use this resource to understand their child's developmental growth, as well as to set goals with the teacher for future growth.

Principals can use this resource to support teachers in implementing this with families and finding related professional development opportunities for both teachers and families.

What are your child's strengths overall?

I collected the data (where, when, how, why, in what language):

Stand-out data points:

What questions do you have about the data?

Initial plan for support:

I see your child progressing in these areas:

I believe your child needs support in these areas:

What other topics would you like to discuss?

Planning between a Child's Teacher and Family

Choose at least two goals from the discussion of the child's progress to focus on until the next observation window, or the next time we check in on the child's progress. Use the initial plan for growth as a starting point; however, be sure to include the family's input in this planning portion.

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. The family member will use everyday opportunities like counting objects in the grocery store or objects in nature to assist their child.)

How would you like me to further support your child in these areas?

What does your child do outside of school that can support his/her growth in the areas we are discussing?

Developmentally appropriate strategies and resources you can use to support your child's growth:

Next Steps

- Teacher and family members will continue to collect data on child progress through note-taking and video-recording;
- Teacher and family members will use strategies to support the child in reaching his or her developmental goal. *Teacher will provide guidance on developmentally appropriate strategies if family members ask for it;*
- Teacher and family members will communicate regularly about the process toward reaching goals; and
- Teacher and family members will meet to discuss new data results and collaboratively plan for next steps.