

Sustainability for Teachers



TEACHER REFLECTION GUIDE

Two-Way Communication

Two-Way communication involves a continuous, mutual exchange of information characterized by trust, shared values, and respect. Consistent, two-way communication is enhanced by culturally and linguistically responsive practices. Promoting two-way communication begins with consideration of communication and language used with families to build and strengthen relationships.

Communication and Language Tool

Communication allows you to see and understand each family as an asset, enables you to alleviate parental concerns, and affords you the opportunity to practice a relational approach in which listening is a tool used to understand each family's point of view.

The communication and language tool offers a series of reflection questions on verbal and written communication, as well as approaches to sharing information with families. There are opportunities to reflect on your overall communication efforts with families, as well as reflect on personal experiences associated with family involvement and how your personal history may influence your current vision for family engagement.

This resource is designed to help teachers reflect in community on their implementation of the resources in Two-Way Communication, Shared Decision-Making and Equity and Access. Teachers can use this resource to sustain their efforts in engaging families in the formative assessment process.

Recommendations

- Implementation Settings
- Professional learning communities
- Professional development days
- Planned individual time

Planning Time: None
Implementation Time: 30 minutes per section
 (Total: 90 minutes)

Principals can use this resource to gather additional information about what the needs of the teachers are regarding family engagement in the formative assessment process.

My use of the Communication and Language Tool:		
N/A	Needs improvement	Is strong

Evidence that supports my selection:

Home Visit Resource

Home visits can serve as the foundation of formative assessment. The first goal of home visits is for educators to listen – to build relationships and trust, not solve a problem or demonstrate expertise. Home visits are based on a belief that families and teachers are equally important co-educators and that the family is the expert on the individual child while the teacher is the expert on the curriculum instruction and assessment process.

The centerpiece of this tool is the “Home Visit Planning Document” that outlines the steps to take before, during, and after the home visit. The planning document is coupled with the “Home Visit Introduction Script” to use when making initial contact with families and a “Home Visit Debrief Form.” These comprehensive tools set teachers and families up for a successful visit and help to establish the tone and plan for tracking goals and sharing progress throughout the school year.

My use of the Home Visit Tool:		
N/A	Needs improvement	Is strong

Evidence that supports my selection:

Guided Conversation on Two-Way Communication and How it Supports the Formative Assessment Process

Note: It is suggested that teachers come together with those within their same grade-level and across grade-levels to explore the uses and impact of two-way communication to support family engagement, and the formative assessment process in particular. Teachers can bring samples of their completed tools and/or questions to contribute to the discussions throughout the year. Regular meetings create and sustain momentum on the new strategies that have been implemented.

1. What did you aim to accomplish in terms of two-way communication?

2. How do you know you've been successful with two-way communication? Please share a story with the group that demonstrates a success you've had this year regarding two-way communication.

3. Please share a story with the group that demonstrates a challenge you've had this year regarding two-way communication. Did you overcome it? If yes, how? If no, what obstacles did you face? What solutions can your peers offer?

4. What are the next steps you could take with your team to build capacity in two-way communication and its impact on formative assessment? What do you need to do to sustain the success you've had in two-way communication and address the ongoing challenges?

5. What additional information/resources do you need to continue two-way communication work?



Equity and Access

The Equity and Access resources address the level of inclusion and ownership shared with families in the formative assessment process. Families may not be considered as owners in the formative assessment process, which can exacerbate the inequities they already face within the education system. The inequities (*racial, socio-economical, cultural, linguistic, educational, etc.*) that impact families can intersect in many ways, causing barriers for relationship-building on behalf of their children with school staff. Families can be authentically engaged and take on an active role when they trust school staff and when they feel trusted by school staff as experts on their child's growth and development.

Families' Strengths

This is a self-paced professional development session for educators as they consider identifying families' strengths and pursue equity and access issues relating to the formative assessment process.

My use of the Families' Unique Strengths Session:		
N/A	Needs improvement	Is strong

Evidence that supports my selection:

Guided Conversation on Equity and Access and How it Supports the Formative Assessment Process

Note: It is suggested that teachers come together with those within their same grade-level and across grade-levels to explore the uses and impact of equity and access to support family engagement, and the formative assessment process in particular. Teachers should bring samples of their completed tools and/or questions to contribute to the discussions throughout the year. Regular meetings are recommended to create and sustain momentum on the new strategies that have been implemented to enhance the formative assessment process through robust approaches to family engagement.

1. *What did you aim to accomplish in terms of equity and access?*

2. *How do you know you've been successful with regard to equity and access? Please share a story with the group that demonstrates an equity and access success you've had this year.*

3. Please share a story with the group that demonstrates a challenge you've had this year regarding equity and access. Did you overcome it? If yes, how? If no, what obstacles did you face? What solutions can your peers offer?

4. What are the next steps you could take with your team to continue to build capacity regarding equity and access and its impact on formative assessment? What do you need to sustain the success you've had in equity and access and address the ongoing challenges?

5. What additional information/resources do you need to continue equity and access work?

Shared Decision-Making

Shared Decision-Making refers to the process that provides opportunities for families and educators to work together on goal setting on behalf of children. This involves recognizing strengths, solving problems, developing a course of action, and collaborating to shape the educational experience of each child.

Data-Share Template – Conversations with Families

This is a template to use when sharing data with families, in which teachers pre-populate child-specific formative assessment data and potential goals for each child. The tool includes sentence starters and questions to ask for discussing the data gathered during the formative assessment process using a strengths-based perspective. It also provides a co-planning template that involves both the teacher and family setting goals based on formative assessment data.

My use of the Data Share Template:		
N/A	Needs improvement	Is strong

Evidence that supports my selection:

Formative Assessment: Talking Points and Frequently Asked Questions

This list of Talking Points and Frequently Asked Questions is designed for teachers to share with families so that families understand what the formative assessment process is, why it is important, and how they can partner in the ongoing process.

My use of the Talking Points and FAQs:		
N/A	Needs improvement	Is strong

Evidence that supports my selection:

Guided Conversation on Shared Decision-Making and How it Supports the Formative Assessment Process

Note: It is suggested that teachers come together with those within their same grade-level and across grade-levels to explore the uses and impact of shared decision-making in supporting family engagement, and the formative assessment process in particular. Teachers should bring samples of their completed tools and/or questions to contribute to the discussions throughout the year. Regular meetings are recommended to create and sustain momentum on the new strategies that have been implemented to enhance the formative assessment process through robust approaches to family engagement.

1. What did you aim to accomplish in terms of equity and access?

2. How do you know you've been successful with regard to equity and access? Please share a story with the group that demonstrates an equity and access success you've had this year.

3. *Please share a story with the group that demonstrates a challenge you've had this year regarding equity and access. Did you overcome it? If yes, how? If no, what obstacles did you face? What solutions can your peers offer?*

4. *What are the next steps you could take with your team to continue to build capacity regarding equity and access and its impact on formative assessment? What do you need to sustain the success you've had in equity and access and address the ongoing challenges?*

5. *What additional information/resources do you need to continue this work?*



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