

Partnering with Families in Assessment: ***Interpreting Assessment with Families***

WHAT'S IN THIS PD2GO PACK?

This pack includes strategies for collaborating with families to interpret assessment data and plan learning goals and experiences.

Your Participants Will...

increase their capacity to collaborate with families in interpreting information from ongoing assessment and to plan learning goals and experiences for children.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Interpreting Assessment with Families*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

EXPANDING ON THIS PD2GO PACK

This presentation on *Interpreting Assessment with Families* can be used individually or in conjunction with related packs in the bundle, *Observing Through a Cultural Lens* and *Including Families in Assessment*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find:

[Download all \(4.3 MB\)](#)

-  [Facilitator's Guide \(3.9 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Interpreting Assessment with Families, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout: Using the Circle of Communication to Interpret Assessment with Families \(380 KB\)](#)
-  [Handout: Two Approaches to Engage Families in Interpreting Assessment \(490 KB\)](#)

In this bundle, you will find:

[Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

-  [Digging Deeper \(150 KB\)](#)
-  [Family Connections \(160 KB\)](#)
-  [Resource Links \(180 KB\)](#)

STEP 1:
START

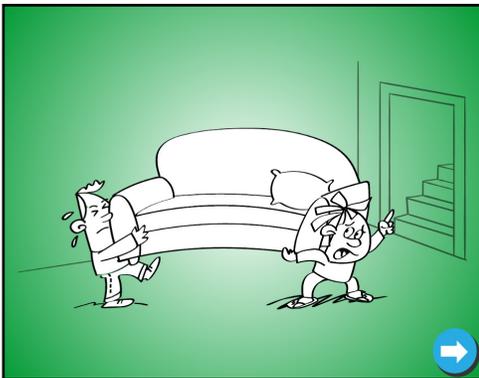
PRESENTATION SEQUENCE

Step 1



Think of a situation when you collaborated successfully to complete a task.





FACILITATOR'S NOTES

[2 min]



Step 1 - Start

Facilitator: *Think of a situation when you collaborated successfully with another person to complete a project or task.*



Invite participants to reflect for a moment.



Facilitator: *How did you communicate with that person?*



Invite participants to respond.

Possible responses include:

- I asked for their ideas.
- I considered their input on the issues.
- I listened and responded to what they had to say.

Facilitator: *How did you make decisions together?*



Invite participants to respond.

Possible responses include:

- We shared ideas of how to move forward.
- We discussed different options for decisions.
- We talked about the goals of the project and made decisions accordingly.

Facilitator: *Just like you engage in successful collaboration on a project, early childhood teachers/providers collaborate with families to interpret assessment data and make decisions.*



STEP 1: *Continued* START

PRESENTATION SEQUENCE



Collaborating with families to interpret assessment data means thinking about how we communicate and how we make decisions.



Go to step 2: LEARN

FACILITATOR'S NOTES

Facilitator: *Collaborating with families to interpret assessment data means thinking about how we communicate and how we make decisions to best support children's learning and development.*

STEP 2: LEARN

PRESENTATION SEQUENCE

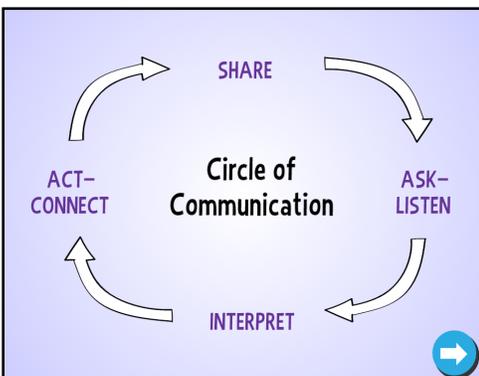
Step 2



Reviewing and Interpreting Assessment Data



➔



FACILITATOR'S NOTES

[5 min]



Step 2 - Learn

Facilitator: *After collecting assessment information about children's learning and development, teachers/providers work with parents to:*

- *Review and interpret information*
- *Make decisions about future learning goals*



Pass out the handout.

📄 ***"Using the Circle of Communication to Interpret Assessment with Families"***

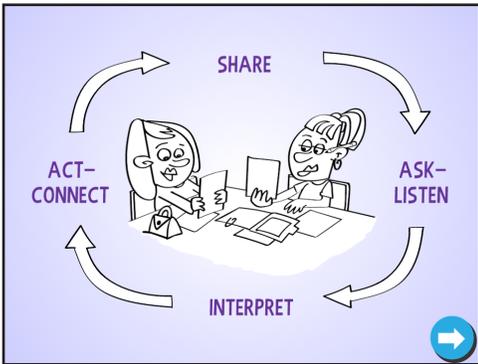
Facilitator: *In the last pack, Including Families in Assessment, we used the circle of communication to think about how to partner with parents to collect complete assessment information.*



STEP 2:
LEARN *Continued*

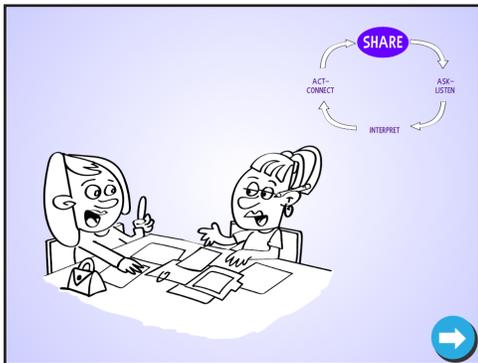
PRESENTATION SEQUENCE

FACILITATOR'S NOTES



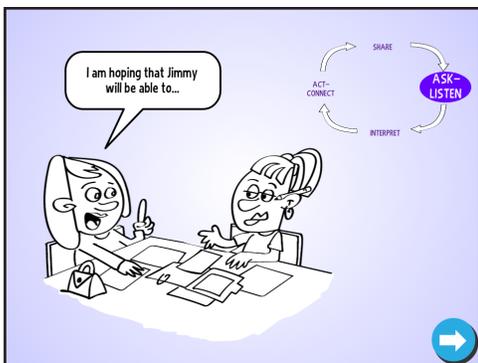
Facilitator: *The same four strategies can help teachers/ providers review assessment information with families and make decisions about future learning goals and opportunities:*

CLICK



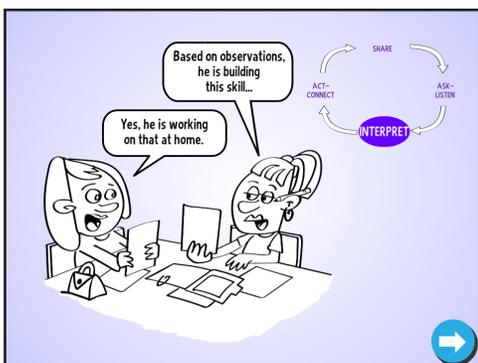
- Facilitator:** **1. SHARE specific observations:**
- *Emphasize the positive aspects of children's work, behavior, and developmental growth.*
 - *Be clear and concise. Share your observations using two to three main points.*
 - *Use portfolios to illustrate children's learning and development. Show how specific examples in portfolios correspond to developmental indicators.*

CLICK



- Facilitator:** **2. ASK for and LISTEN to families' perspectives:**
- *Ask what additional information families have to share.*
 - *Listen actively to families' responses, questions, concerns, and hopes.*

CLICK

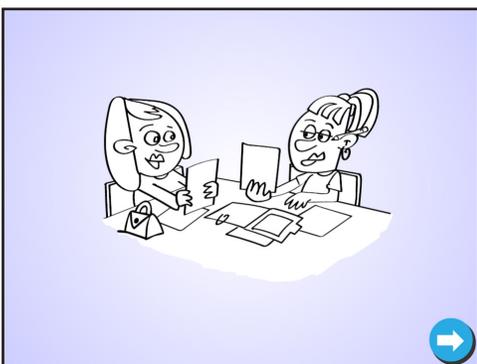
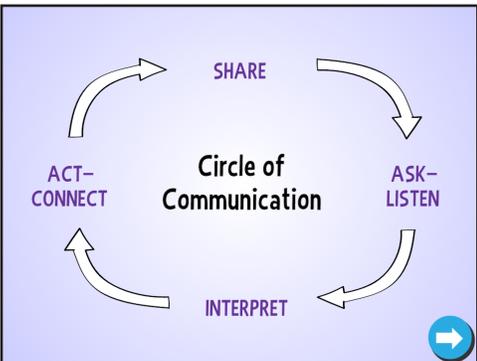
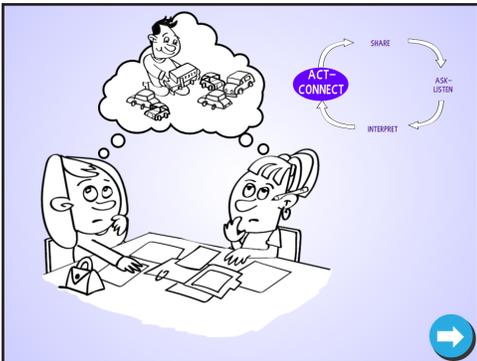


- Facilitator:** **3. INTERPRET the information together, taking families' explanations and perspectives into consideration:**
- *Listen carefully for alternative or expanded explanations of information.*
 - *Ask clarifying questions or invite family members to expand on their comments.*

CLICK

STEP 2:
LEARN *Continued*

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: **4. ACT and CONNECT with families to set learning goals for children and plan ways to collaborate to reach those goals:**

- Engage families as co-decision-makers.
- Discuss everyday activities that parents can do with their children.
- Use the families' input in planning classroom activities.



Facilitator: *These four strategies in the circle of communication help teachers and providers effectively communicate with families about assessment.*

How we communicate with families is important. Let's listen to two different scenarios that engage families, one illustrating a "talking at" approach and the other a "talking with" approach.



Pass out the handout.

"Two Approaches to Engage Families in Interpreting Assessment"

Refer to Approach #1 on the handout and ask for two volunteers to read the parts of Katarin and Carmen aloud.

Facilitator: *Katarin has collected multiple pieces of assessment data about Jimmy, a four-year-old in her class. She has reviewed the assessment data with her teaching assistant and feels prepared to discuss the findings and her recommendations with Jimmy's family. Let's listen in on a meeting between Katarin and Jimmy's mother, Carmen.*

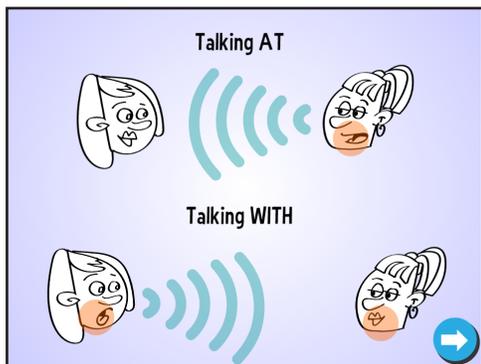
Katarin: *As I've shared before, Jimmy is very engaged in class. I've observed that he really likes books about counting, and he can count*

STEP 2:
LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="94 1409 573 1774" data-label="Image"> </div>	<p>Facilitator: <i>small sets of five to seven objects and say how many objects are in the group. I've set a few goals for Jimmy that will support his math progress, and, over the next few months, I'll be working on these goals with him. I will let you know how it's going.</i></p> <p>Carmen: <i>I'm glad to know Jimmy is good at math. If there is anything I can work on at home with him, please let me know.</i></p> <p><i>What happened here? What did you notice?</i></p> <div data-bbox="727 848 792 915" data-label="Image"> </div> <p>Invite participants to respond. Some possible responses include:</p> <ul style="list-style-type: none"> ■ Katarin was pleasant with Carmen. ■ Katarin seems interested in supporting Jimmy's development and school readiness. ■ Katarin told Carmen her interpretations of the data. ■ The communication and interpretation of information was one-directional: from Katarin to Carmen. <div data-bbox="651 1352 776 1402" data-label="Image"> </div> <p>Facilitator: <i>Meetings with families may be thought of as mostly a one-way conversation in which teachers/providers share what they have learned about children and the goals they have planned. A teacher-directed conversation with little or no input from the family is what we refer to as a "talking at" approach.</i></p> <p><i>"Talking at" families is often a missed opportunity for shared dialogue and a more accurate understanding around interpretations of observations.</i></p> <div data-bbox="651 1940 776 1990" data-label="Image"> </div> <p><i>Now let's consider a "talking with" approach.</i></p>

STEP 2: LEARN *Continued*

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: *Let's listen to how Katarin uses strategies from the circle of communication to "talk with" Carmen about Jimmy's math skills at a recent family/teacher conference.*



Refer to Approach #2 on the handout. Ask for two volunteers to read the dialogue below (one will play Katarin and one will play Jimmy's mother, Carmen).

Katarin: *I'm glad to talk with you about Jimmy today. I've enjoyed watching him grow and develop in all areas of learning. Is there a particular area you'd like to discuss first?*

Carmen: *I'd like to talk about math. Jimmy loves doing math at home with his brother. He is really good at counting and saying how many there are in a group.*

Katarin: *Yes, Jimmy demonstrates understanding in most areas in math, including counting and quantity, as you mentioned. I noticed that he really likes books about counting. He can count small sets of five to seven objects and say how many objects are in the group. Let's look at his portfolio. Here is a picture that Jimmy painted. When I asked him how many flowers he drew, he counted "One, two, three, four, five," and said, "Five."*

Carmen: *It's the same at home. He likes to count when I ask him "How many?"*

Katarin: *Before we look at other areas of Jimmy's progress, what specific math goals would you like to see us working on with Jimmy?*

Carmen: *Another thing Jimmy likes is to play math games on my phone. And it's amazing! He can even add numbers correctly. Yesterday, he even knew that two plus one was three! Can you work with him in class on addition and subtraction?*

STEP 2:
LEARN *Continued*

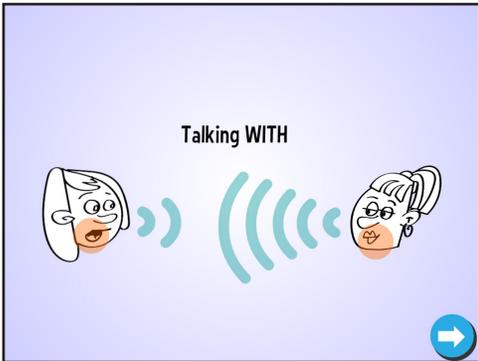
PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="97 1008 568 1365" style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Use the circle of communication to talk with families.</p>  <p style="background-color: #4a7ebb; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">Go to step 3: REFLECT</p> </div>	<p>Facilitator: <i>Katarin: That is a good idea for Jimmy. In my observations, I have noted that Jimmy is building his skills in this area. For example, during snack time he asked me for more orange slices. He had one and I gave him three more. When I asked him how many pieces he had all together, he counted and said "four." We will continue to build on Jimmy's addition and subtraction skills.</i></p> <p><i>Carmen: I think he is ready for this too. He loves math and this goal seems like a good one for him. What sorts of things can we do at home to help Jimmy with this?</i></p> <p><i>Katarin: Let's talk about some activities to do at home that we will be doing in class. Then we can check in after a few days to see how Jimmy is progressing.</i></p> <div data-bbox="649 1081 771 1134" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block;">CLICK </div> <p>Facilitator: <i>Use the circle of communication to talk with families to interpret assessment information.</i></p>

STEP 3:
REFLECT

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="97 1606 568 1984" style="border: 1px solid green; padding: 10px; text-align: center;"> <p>Step 3</p>  <p>Let's Reflect</p>  <div data-bbox="519 1911 568 1974" style="background-color: #008000; color: white; border-radius: 50%; width: 30px; height: 30px; display: inline-block; text-align: center; line-height: 30px;">➔</div> </div>	<p>[5 min] <div data-bbox="779 1606 901 1659" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block;">CLICK </div> Step 3 - Reflect</p> <p>Facilitator: <i>Let's reflect.</i></p> <div data-bbox="649 1932 771 1984" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block;">CLICK </div>

STEP 3:
REFLECT *Continued*

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: *Let's revisit the "talking with" dialogue between Katarin and Carmen.*

Find a partner and, using your handouts, revisit the conversation between Katarin and Carmen. Highlight where Katarin uses the circle of communication strategies in her conversation:

- *Share specific observations*
- *Invite the family's perspective*
- *Interpret the information together, taking the family's explanations and perspectives into consideration*
- *Set goals with the family and plan ways to collaborate to reach goals*



Give participants a few moments to reflect and discuss, then reconvene the group.

Facilitator: *Why is it important to use the "talking with" approach as you review assessment data with families?*



Invite participants to respond.



Facilitator: *Talking with families invites collaboration and leads to better understanding and interpretation of assessment data.*



Talking with families invites collaboration and leads to better understanding and interpretation of assessment data.



Go to step 4: EXPAND

STEP 4:
EXPAND

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 4



Think about how you collaborate with families in assessment.



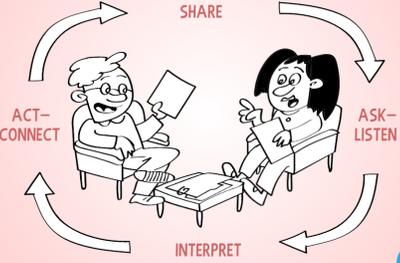

[3 min]

CLICK 

Step 4 - Expand

Facilitator: *Think about how you collaborate with families in assessment.*

How can you use the circle of communication?




CLICK 

Facilitator: *How can you use the circle of communication strategies we talked about today to improve your practice? Using your handout, choose one of the strategies and identify one action step you will take to implement the strategy.*



Ask participants to share with a partner the action step they will take.

CLICK 



Families are your partners in assessment and decision-making.




Facilitator: *The process of engaging families as partners in reviewing and interpreting assessment data creates meaningful learning opportunities for children. This powerful partnership works in the best interest of the child. Inviting open dialogue gets away from that one-way or "talking at" approach and promotes a "talking with" experience, which helps the family and teacher/provider to work together to promote positive outcomes for the child.*

THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

California Department of Education. (2011). California Early Childhood Educator Competencies. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

Desired Results Training and Technical Assistance Project (Producer). (2006). *Getting to know you through observation*. [DVD]. Available from <http://www.wested.org/resources/getting-to-know-you-through-observation/>

Dichtelmiller, M. L. (2011). *The power of assessment: Transforming teaching and learning*. Washington, DC: Teaching Strategies, Inc.

Jablon, J., Dombro, A. L., & Dichtelmiller, M. L. (2011). *The power of observation: Birth to age 8* (2nd ed.). Washington, DC: Teaching Strategies, Inc.

National Center on Parent, Family, and Community Engagement. (2011). *Family engagement and ongoing child assessment*. Washington, DC: Office of Head Start. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111.pdf>