

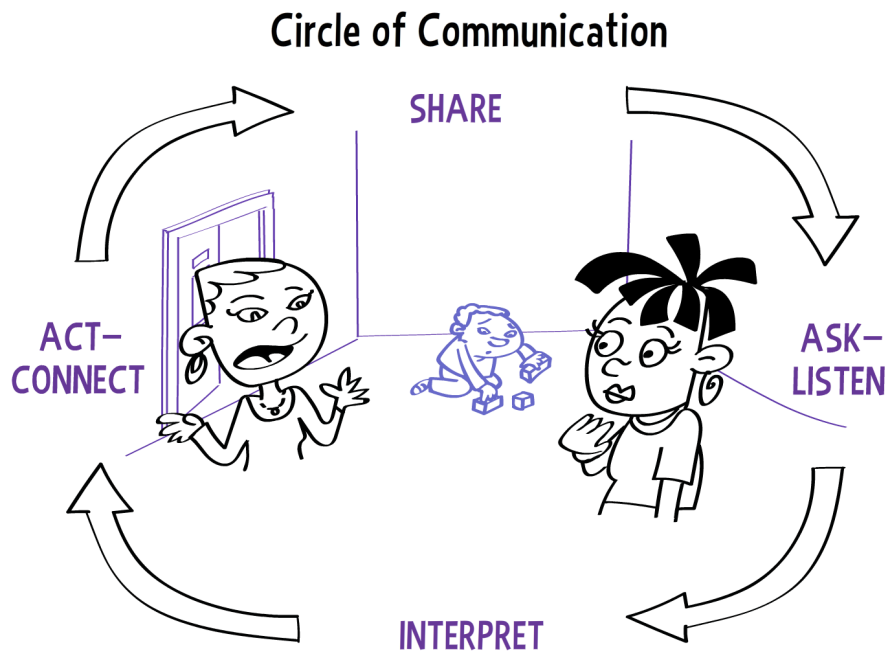
Partnering with Families in Assessment: ***Including Families in Assessment***

WHAT'S IN THIS PD2GO PACK?

Including families in the assessment process allows us to gain a more comprehensive understanding of children and their families' perspectives. This pack provides key strategies for including families in the process.

Your Participants Will...

increase their capacity to assess children more effectively by including families as partners in the assessment process.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Including Families in Assessment*, 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.

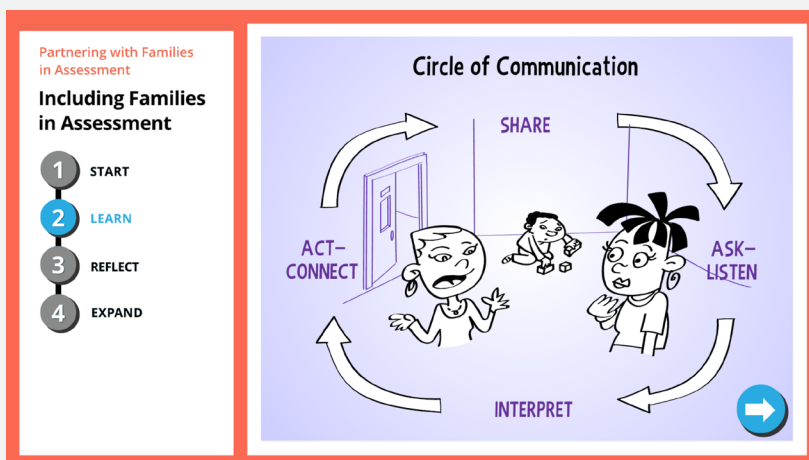
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

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 *Including Families in Assessment* can be used individually or in conjunction with related packs in the bundle, *Observing Through a Cultural Lens* and *Interpreting Assessment with Families*. 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 \(4.2 MB\)](#)

-  [Facilitator's Guide \(3.9 MB\)](#)
Facilitator's Guide Everything you need to facilitate this PD2GO presentation on Including Families in Assessment , 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: The Circle of Communication with Families \(480 KB\)](#)
-  [Handout: Using the Circle of Communication in Your Practice \(220 KB\)](#)

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

FACILITATOR'S NOTES

Step 1

Imagine a baker makes sugar cookies and leaves out the sugar.

[3 min] Step 1 - Start

Facilitator: *Imagine a baker makes a batch of sugar cookies and leaves out the sugar.*

What would happen to the cookies?

Facilitator: *What would happen to the cookies?*



Invite participants to respond.

Possible responses include:

- The cookies would be bland
- Sugar cookies aren't cookies without sugar
- The cookies aren't complete

Facilitator: *Leaving out a major ingredient like sugar in cookies is a lot like leaving families out of assessment. Families are as critical to assessment as sugar is to cookies.*

Facilitator: *When we assess a child using both our own observations in the early learning setting as well as the family's perspective and experiences at home, we have a more complete and accurate understanding of the child.*

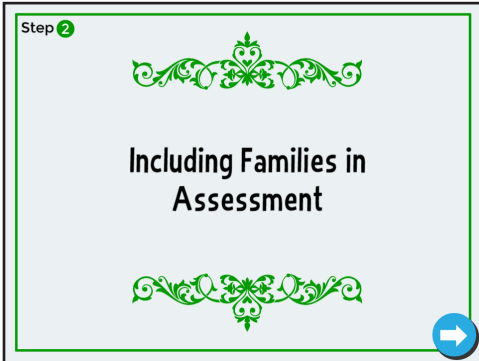
Multiple perspectives give us a more complete picture.

[Go to step 2: LEARN](#)

STEP 2:
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

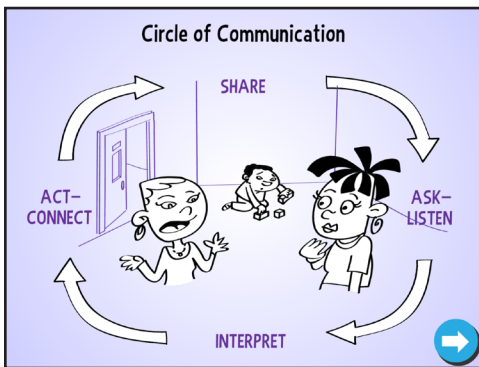


[4 min]



Step 2 - Learn

Facilitator: *Including families in assessment means creating a circle of communication in which ongoing dialogue takes place.*



Facilitator: *In a circle of communication both teachers/providers and families:*

- Share
- Ask and Listen
- Interpret
- Act and Connect

In the next scenario, we will listen to an example of a circle of communication between teacher and parent as they discuss observations of Joah.



Facilitator: *Over the past few weeks, Eliana has observed and recorded Joah's development across multiple domains of learning. Her observations indicate that Joah is building his fine motor skills. Today, Eliana has planned to observe Joah in the block area to learn more about how his fine and gross motor manipulative skills are progressing.*

When Eliana gets to the block area, she finds Joah building a complex structure with large blocks. Eliana records her observation and decides to share the observation with Joah's mother and show the structure to her at pick up time.



STEP 2: LEARN *Continued*

PRESENTATION SEQUENCE



FACILITATOR'S NOTES



Pass out the handout,

📄 ***“The Circle of Communication with Families,”***

and ask for two volunteers to read the dialogue aloud (one will play Eliana, and one will play Joah’s mother, Tatiana). The facilitator will read the parts between the dialogue.

Eliana: *Hi Tatiana. If you have a moment, I’d like to show you what Joah built today.*

Facilitator: *Tatiana and Eliana walk to the block area and find a block structure with a bridge.*

Tatiana: *Wow! This took a lot of work.*

Eliana: *Yes, Joah told me it is a spaceship. I have noticed that Joah is interested in outer space and has been building spaceships with blocks recently. Can you tell me more about what he likes to do at home?*

Tatiana: *It’s so interesting that you are showing me this. Joah just recently got a new building kit with small cubes, and he has been so excited. It’s taking more effort to put things together with the smaller blocks, but he really likes it. Let me show you a picture of what he started to build yesterday.*

Facilitator: *Tatiana shows Eliana a picture of a partial spaceship built from small cubes.*

Eliana: *Wow! I’m impressed. As Joah’s fine motor skills continue to develop, manipulating smaller blocks will get easier. What else does Joah do at home where he uses his fingers?*

Tatiana: *I’ve seen that buttoning his jacket is getting easier and he is drawing with crayons.*

STEP 2:
LEARN *Continued*

PRESENTATION SEQUENCE

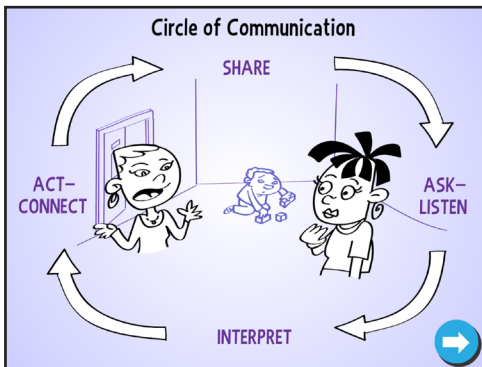
FACILITATOR'S NOTES

Eliana: I have observed similar skills. Joah can button and snap clothes, string beads, and is starting to hold crayons with his fingers instead of his fist. Now that you've shared that Joah is building with smaller cubes at home, I'll put the small cubes out on the shelf so that Joah can choose them when he's interested.

Tatiana: Joah would really love that, and, when he is finished with his spaceship at home, maybe he can bring it in to share.

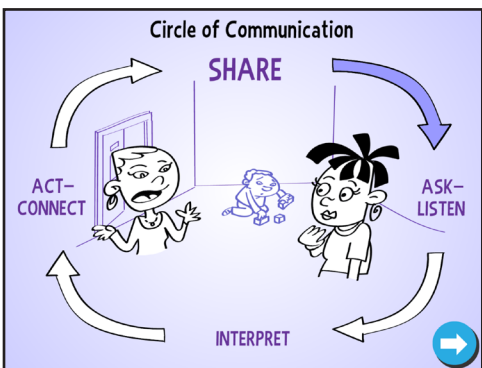
Facilitator: The next day, Eliana added small cubes to the manipulative area and observed Joah using the cubes to build structures. She shared this with Tatiana at drop off the following morning.

CLICK 



Facilitator: Now let's think about what steps Eliana took to invite Tatiana into a circle of communication about Joah's progress in this area. Remember, a circle of communication keeps a conversation going.

CLICK 



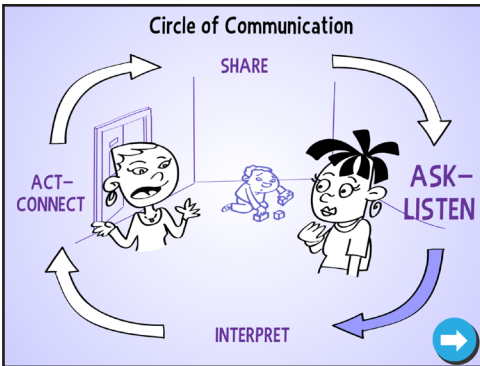
Facilitator: **Share:** At pick up time, Eliana shared with Tatiana an observation from the day.

CLICK 

STEP 2:
LEARN *Continued*

PRESENTATION SEQUENCE

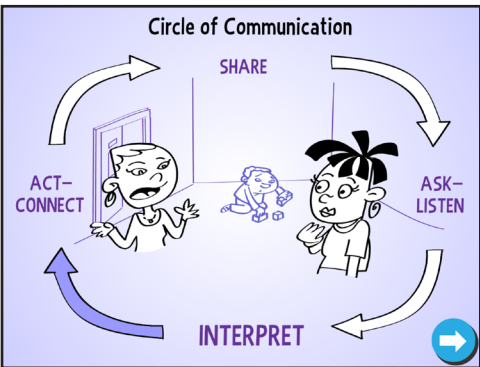
FACILITATOR'S NOTES



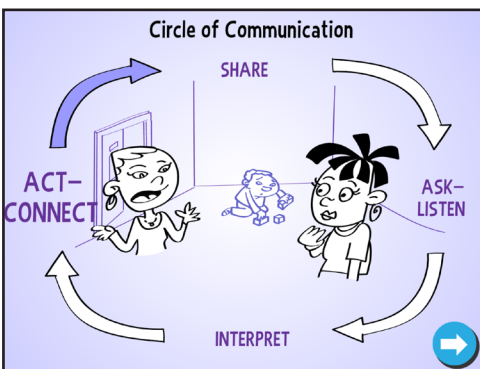
Facilitator: **Ask:** Next, Eliana asked Tatiana what she observed at home about Joah's skills and interests. Using the skill of inquiry helped Eliana gain more information and opened the door for communication with Joah's family.

Listen: Eliana listened to Tatiana and learned some important information about Joah:

- His new interest in outer space and spaceships
- His manipulative skills with buttons, drawing, and now small blocks
- His enthusiasm to build



Facilitator: **Interpret:** Together, Eliana and Tatiana interpreted the evidence by exchanging more information about Joah's other manipulative skills, such as working with buttons and beads. Together, Eliana and Tatiana created shared meaning from their observations. Eliana now has a fuller perspective of Joah's manipulative skills and current level of development.



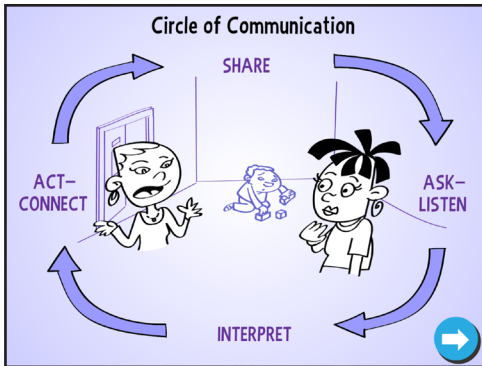
Facilitator: **Act:** Eliana and Tatiana agreed to continue to support Joah's interests and scaffold his skill building. Eliana added small cubes to the choice area.



Connect: During drop off the following day, Eliana talks with Joah's mother to follow up.



STEP 2:
LEARN *Continued*

PRESENTATION SEQUENCE




A strong circle of communication allows teachers/providers and families to become co-observers in the assessment process.

Go to step 3: REFLECT

FACILITATOR'S NOTES

Facilitator: *The four steps of Share, Ask—Listen, Interpret, and Act—Connect make up a circle of communication between Eliana and Joah's family. This circle of communication with families provides key information in the assessment and decision-making process. Each shares specific observations with the other to provide a more complete picture of the child.*



Facilitator: *A strong circle of communication allows teachers/providers and families to become **co-observers** in the assessment process.*

STEP 3:
REFLECT

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

[5 min]



Step 3 - Reflect

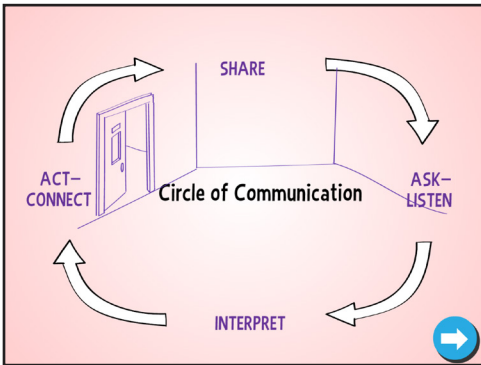
Facilitator: *Let's think more about what it takes to have a strong circle of communication with families.*



STEP 3: REFLECT *Continued*

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



What are some other times of day or practical ways to invite two-way communication with families?

Circle of Communication

Facilitator: Remember, the steps are:

1. Share
2. Ask and Listen
3. Interpret
4. Act and Connect

CLICK

Facilitator: *Eliana used pick-up time to communicate with Joah's family. What are some other times of day or practical ways that Eliana can invite and encourage two-way communication with families around assessment?*



Invite participants to share and brainstorm.

Some possible responses include:


- Notebook exchange with families to share observations back and forth
- Text/email with families to exchange observations
- Talk with families during parent volunteer time
- Notebook next to sign-in sheet where parents can add notes
- Sharing photos from home and program
- Invite the family into the classroom to participate and observe

CLICK





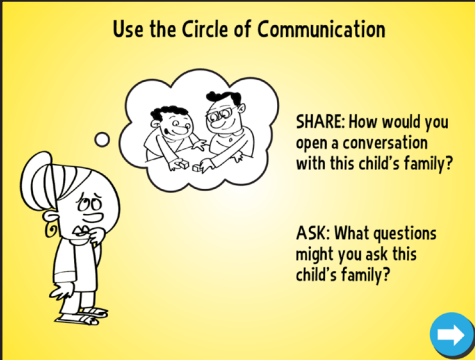

Facilitator: *Eliana learned more about Joah when she asked questions and listened to his parent's observations. With this additional information, she was able to modify her approach and expectations to more effectively support Joah's learning.*

CLICK






STEP 3:
REFLECT *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p>Facilitator: <i>When we invite families into dialogue with a circle of communication, we create a back-and-forth collaborative approach to effectively meet the needs of children.</i></p>

STEP 4:
EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p>[3 min] CLICK  Step 4 - Expand</p> <p> Pass out the handout.  <i>"Using the Circle of Communication in Your Practice"</i></p> <p>Facilitator: <i>Identify a child in your care and some of the child's skills or behaviors you have recently observed.</i></p>
	<p>CLICK </p> <p>Facilitator: <i>Let's use the circle of communication to reflect on the first two steps:</i></p> <ul style="list-style-type: none"> ■ <i>How would you open a conversation with this child's family about the skills or behaviors you have observed?</i> ■ <i>Knowing what questions to ask families can often determine how they respond and participate. What questions might you ask this child's family to learn more about what the skills or behaviors look like at home?</i>

STEP 4:
EXPAND *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="97 751 574 1115" style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Accurate assessment requires collaboration with families as co-observers.</p>   </div>	<div data-bbox="727 344 792 411" style="text-align: center;">  </div> <p>Pause to let participants reflect, then reconvene the group.</p> <p>Facilitator: <i>We've just spent a moment reflecting on the Share and Ask steps in the circle of communication. Continue to practice these steps as you communicate with families about assessment.</i></p> <div data-bbox="639 680 766 735" style="text-align: center;">  </div> <p>Facilitator: <i>When we collaborate with families as co-observers in the assessment process we:</i></p> <ul style="list-style-type: none"> ■ <i>Gain a more comprehensive and accurate picture of children</i> ■ <i>Empower families to speak and act on their children's behalf</i> ■ <i>Discover ways to create individualized learning opportunities for each child</i> ■ <i>Convey the message that each child is unique and valued</i>

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 D.C.: 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>