

## Ideas and Strategies for Incorporating Formative Assessment in Child, Family, and Community

**WATCH AND DISCUSS.** Two free, downloadable videos in the Results Matter Video Library that demonstrate effective ways to use a formative assessment process, and one of North Carolina’s approved formative assessment tools, can be useful to watch and discuss. *Family Engagement with TS GOLD* (<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FamilyEngagementWithTSGOLD.asp>) features a teacher and family member describing key family communication features and benefits in TS GOLD. A second video, *Aiden’s Parent-Teacher Conference* (<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp>), begins with brief interviews with the teacher and family member discussing the importance of family-teacher conferences. The video then shows about ten minutes of an actual family-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.

**DESIGN A FAMILY-PROFESSIONAL MEETING.** Many programs that teach this course have an assignment that requires students to create a structure for an effective family-professional meeting. Some programs even require students to use that structure to set up, hold, and evaluate a meeting. Whether it’s an informal meeting for a routine update or a more formal IEP meeting, it’s important for students to understand the variables they can manipulate to get the best possible outcome. Here are some components of a family meeting assignment to consider with an eye toward helping students to use formative assessment.

- Discuss the parameters of effective family-professional meetings. This may include:
  - What happens before the meeting – invitation, communication of expectations, etc.?
  - What should families bring to the meeting?
  - How can families prepare for the meeting (e.g., come prepared to share both points of pride and accomplishments as well as areas in which they have questions or would like more information)?
  - How can a physical space promote comfortable interactions?
  - What documentation can teachers compile to share with families (e.g., observations, work samples, data) and what are effective ways to share that information?
  - How will the family, teacher and shared expectations for the meeting be identified and addressed?
  - How will next steps and the plan for follow-through be introduced and supported?
- Show and discuss examples of family-professional meetings, including both good examples and less stellar examples so students can see, observe and discuss the parameters. A “bad” example might be The IFSP Meeting from *Delivering Family-Centered, Home-Based Services*, while a “good” example might be *Aiden’s Parent-Teacher Conference* (above).
- Ask students to compile evidence on the components of effective family-professional meetings. Data sources can include things like family surveys, published research, a website with family and/or teacher perspectives, etc.
- Based on all of the above, present students with a description of a family and their child and ask students to outline plans for a productive meeting.