

Family Partnership: Reading Assessments to Inform Children's Assets and Needs

This document can be used to capture notes from today's session.

Guided Notes

1.0 Introduction Section

- Bell Ringer: What resonates with you about today's session?
- Myth or Fact & True or False: Circle your answer.
 - Our aspirations impact children's achievement. Myth Fact
 - All children can learn. Myth Fact
 - When families and educators partner, children benefit. Myth Fact
 - Families & educator's partner on all aspects of a child's education. Myth Fact
 - Early identification of children's needs is critical. Myth Fact
 - All children should receive universal screening three times a year. Myth Fact
 - Assessments should be valid, reliable, and culturally-based. Myth Fact
 - Schools should share assessment descriptions/results with families. True False
 - Schools should share evidence-based intervention with families. True False
 - Schools should share their MTSS framework with families. True False

2.0 Different Types of Assessment for Different Purposes

- Activity 2.1: Jot a quick description of each type of assessment.
 - What is universal screening?

- What is progress monitoring?
- What is program mastery?
- What is diagnostic assessment?
- Activity 2.3 Scenario: Jot your response using at least three types of assessment and their purpose.
 - You are a parent liaison. Another parent catches you in the hall. She says, "I am so confused about the different assessments in my son's classroom. I'm getting letters about them. Why so many? What is the reason to use them all?"
 - Jot your response:

3.0 Using Data to Support Children's Strengths and Needs

- CHAT: Which communication question(s) have you already asked? Which questions might you ask next?
- Activity 3.1 and 3.2: Take a few minutes to review the intensive intervention resources. Be prepared to share with your partner 1) 3 big ideas, 2) two ways to share the information, and 1 question you might have. How might these resources be helpful in your context? Be ready to share out with the group!
 - Three big ideas
 - Two ways to share information
 - One question

4.0 Reflecting on Roles, Relationships, Communication, and Barriers

- CHAT: Think about your role in partnership with the school (or your role in partnership with families)
 - How often are you communicating to?
 - How often are you receiving communication from?
 - What barriers are you noticing?

- **Jot your response in the chat**

- Which bullet(s) resonates with you as a next step?
- I used to think _____ now I know _____.
- I can accurately share information with other parents 5 (high) 1 (low)
- I can reflect on my own role and take next steps 5 (high) 1 (low)

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