

7.2 Communicates a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and community in order to collaboratively plan the learner's program. (CO: 5.9)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Written Communications	No evidence OR communicates results of assessments with consistent errors in accuracy and/or omits important information needed to explain results	Communicates in writing the results of assessments; results include accurate descriptions of the following: purpose of the assessment, details concerning the nature of the assessment/tool, results, their educational meaning or implications	Communicates in writing the results of assessments in an accurate and detailed manner; explanations include accurate descriptions of the following: purpose of the assessment, details concerning the nature of the assessment/tool, results, their educational meaning or implications	Meets the criteria for "proficient" and demonstrates "advanced" skills on standard 7.2 by documenting the planning and implementation of a collaborative plan for a learner's program that is based on communication of assessment results; may require some support from other school personnel
	DURING STUDENT TEACHING/ PRACTICUM: Makes no attempt to inform parents of student progress	Communicates results of assessment so that they are clearly understood by university faculty	Communicates results for different audiences, changing written reports to ensure they are understood by educators and non-professional audiences and still remain accurate; demonstrates communication of results and their implications to at least 3 of the following: students, parents/guardians, administrators, and university faculty	
	DURING STUDENT TEACHING/ PRACTICUM: Makes no attempt to inform parents of student progress	Communicates in writing the results of assessment s/he has conducted as part of class assignments (informal assessment)	Communicates in writing the accurate results and implications of a different types of assessments; at least two of the following should be documented: formal, standardized assessments (such as norm-referenced tests or CSAP); informal, teacher-constructed written assessments; informal observations and/or performance assessments; summative assessments such as portfolio, performance monitoring, pre/post assessments, etc.	
	No evidence of summarizing students' performance for report cards or periodic reviews	Summarizes students' level of performance for report cards or periodic reviews but is inconsistent in using language that is descriptive OR does not describe both strengths and challenges	Accurately summarizes students' level of performance for report cards or periodic reviews; can describe students' strengths and challenges using descriptive language	

Student/ Teacher Conferences & Meetings	<p>DURING STUDENT TEACHING/ PRACTICUM: No evidence of participation in student/teacher conferences OR, if an active participant as a teacher at a conference, is unprepared in more than one of the categories listed under "proficient"</p>	<p>May have had experiences participating as a parent or student in a student teacher conference or may participate passively as an observer</p> <p>If actively participating in a conference, fails to consistently implement all of the components for preparation/ implementation of a conference included under "proficient"</p>	<p>Actively participates in preparing for and conducting student/teacher conferences, implementing all of the following; however, s/he may require some support and/or may only prepare and conduct some but not all conferences for students in his/her classroom(s):</p> <ol style="list-style-type: none"> 1) objective descriptions of student progress and strengths 2) objective, specific descriptions of student's weaknesses and/or learning difficulties -- no subjective language 3) suggestions for improvement 4) samples of student work and assessments and examples of knowledge of student's performance (interests, abilities, work behavior) 5) accurate descriptions of the educational program/assessment(s) 6) implementation of planned follow-up 	<p>Meets the criteria for "proficient" and demonstrates "advanced" skills by documenting the planning and implementing student/teacher conferences independent of others' assistance for all students for whom s/he is responsible</p>
	<p>DURING STUDENT TEACHING/ PRACTICUM: No evidence of participation in student/teacher conferences OR, if an active participant as a teacher at a conference, demonstrates failure to collaborate effectively in more than one of the categories listed under "proficient"</p>	<p>If actively participating in a conference, fails to consistently implement all of the components for collaborating included under "proficient"</p>	<p>Collaborates with parents/guardians at student/teacher conferences or meetings to plan learner's program, engaging in all of the following:</p> <ol style="list-style-type: none"> 1) courteous behavior (e.g.,greeting at beginning) 2) positive behavior (beginning/ending on a positive note, emphasizing student's strengths, showing interest in student's development) 3) ensuring that parents/guardians are asked for their input and encouraged to ask questions and talk about concerns 4) (if warranted) planning a cooperative course of action by providing constructive suggestions but avoiding "pat" answers; coming to agreement 	

Conferences. Cont.			5) using good human relations skills - willing to listen, avoiding arguments (allowing parents who are emotional to express their feelings without becoming defensive) not asking embarrassing questions, accepting parent's feelings, being receptive to parents' ideas, and not talking about or criticizing others	
Quality of Communication	No evidence OR consistent evidence of any of the following: communications that talk down to families, relying on teacher jargon, and/or are disrespectful to parents	Inconsistencies are documented in communications in any of the following: talking down to parents, including teacher jargon, and/or are disrespectful to parents	Oral and/or written communications meet the needs of family members: never talks down to parents, do not include teacher jargon, and/or are never disrespectful to parents	Meets criteria for "proficient" across a variety of types of communications; in other words, must meet "proficient" for quality across the communications described in the cell above.
	Communications include errors in formal English and/or writing conventions	Written communications to families are usually free of errors but may include errors because of failure to edit sufficiently (i.e., there are no patterns of errors in communications)	Written communications to families are consistently free of errors	

Operationalization/Criteria:

Guidelines at Admission to Education: *Not evaluated at admission to education*

Guidelines at Admission at Student Teaching: *S/he communicates in writing the results of assessments accurately and professionally.*

Benchmark performance meets the criteria for "developing" for dimension #1 and dimension #3 -- the demonstration of the ability to write the results of assessment in a professional manner, so that a professional audience would understand.

Examples of Evidence:

Examples of written reports of evaluation results for any audience (e.g., a review of portfolio exhibits, a summary of student test performance on a unit exam), examples of report cards or materials for student-teacher conferences

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions.
2. Review materials in portfolio using the Inventory criteria (above), as well as interviewing the CSU-P student (and coop teacher for student teachers).
3. Consult with cooperating teacher, principal, or others concerning nature of interactions with parents.
4. (Alternative) Have teacher complete an evaluation of his/her performance with parents.
5. The OVERALL RATING is an average of the ratings of the 3 dimensions.
6. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *TWS contains written communication to parents that communicated class activities, homework and a blog for families.*

Examples of Evidence:

TWS, examples of report cards or materials for student-teacher conferences, examples of any written assessment reports, interviews with teacher and other educators who have observed communications (e.g., cooperating teachers for student teachers)

Rationale:

- Donaldson, G.A., Jr., & Sanderson, D.R. (1996). *Working together in schools: A guide for educators*. Thousand Oaks, CA: Corwin Press.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Mostert, M.P. (1998). *Interprofessional collaboration in schools*. Needham Heights, MA: Allyn & Bacon
- Sheldon, S. B. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *Urban Review*, 35(2), 149-165.
- Swap, S.M. (1993). *Developing home-school partnerships: from concepts to practice*. New York: Teachers College Press.
- Turnbull, A.P., & Turnbull, H.R. (2005). *Families, professionals, and exceptionalities: A special partnership* (5th ed.). Upper Saddle river, NJ: Pearson.

Center on School, Family, & Community Partnerships <http://www.csos.jhu.edu/P2000/center.htm>

The web site for the Center, at John Hopkins University, includes recent research and theory on school, family, and community partnerships.