

This guide provides information about the slide contents and background information for presenters. Estimated time to present this module is just over three hours.

Some activities require self-reflection and discussion of potentially sensitive topics. Reading the slides, notes, discussion topics, and activities ahead of time will help prepare the instructor to present topics more fully and anticipate areas that may require more guidance.

References throughout the presenter notes and in this module's accompanying resource list can also help instructors prepare to present this module.

It is recommended that presenters be familiar with the Framework and complementary materials developed by the National Center on Parent, Family, and Community Engagement available on the Early Childhood Learning and Knowledge Center website: <https://eclkc.ohs.acf.hhs.gov/family-engagement>.



SLIDE 1 FAMILY ENGAGEMENT IN EARLY CARE AND EDUCATION: GATHERING AND SHARING CHILD ASSESSMENT DATA

This module focuses on ways that early childhood educators can work alongside families to gather, share, and use child assessment data, or information. This module is for educators working with children from birth to age 5.

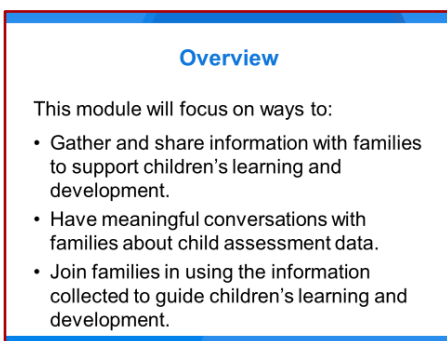
The terms *parent* and *family* can be defined this way:

- Parents can be biological, adoptive, or step-parents, as well as primary caregivers like grandparents, foster parents, and other adult family members.
- Families may be biological or non-biological. Their connections may include culture, language, tradition, and shared experiences.

Begin by sharing background information about yourself. Then provide an opportunity for participants to introduce themselves.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Parent involvement and family engagement: For early childhood professionals*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf>



SLIDE 2 OVERVIEW

This module focuses on ways to:


- Gather and share information with families to support children's learning and development.
- Have meaningful conversations with families about child assessment data.
- Join families in using the information collected to guide children's learning and development.



SLIDE 3 DATA = INFORMATION

In early childhood education, data is information that educators, families, and sometimes others gather about children, the classroom environment, and the wider program. This module focuses on child assessment information and its use in tracking children's development and progress toward learning outcomes as well as helping families and educators determine next steps to support children's development and learning.

Data and *information* may be used at different times throughout this module and have the same meaning.



OBJECTIVES

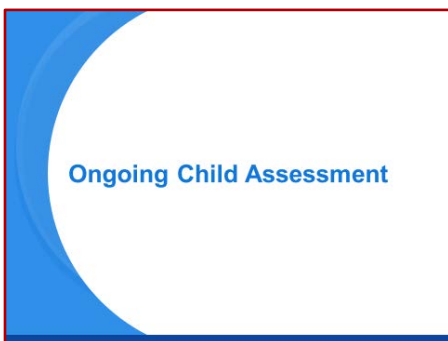
By the end of this module, you should be able to:

- Explain ongoing childhood assessment.
- Identify ways to partner with families in gathering and sharing information about children.
- Describe ways that early childhood educators and families can use information to guide children's learning and development.

SLIDE 4 OBJECTIVES

By the end of this module, participants should be able to:

- Explain ongoing child assessment.
- Identify ways to partner with families in gathering and sharing information about children.
- Describe ways that early childhood educators and families can use information to guide children's learning and development.



SLIDE 5 ONGOING CHILD ASSESSMENT

This section is an introduction to ongoing child assessment, a process that educators and families can do together to support children's learning and development.



SLIDE 6

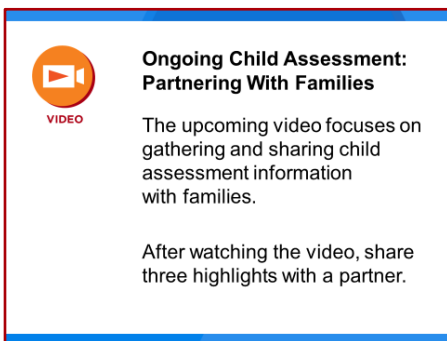
This quote comes from the Office of Head Start’s web page on child screening and assessment:

“Systematic, ongoing child assessment provides information on children’s development and learning.”

Encourage participants to look at the resources on this web page, or show them while presenting this module.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Child screening & assessment*. <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment>



SLIDE 7

ONGOING CHILD ASSESSMENT: PARTNERING WITH FAMILIES

The next video is from a collection of professional development materials on the Office of Head Start website.

The video focuses on gathering and sharing child assessment information with families.



SLIDE 8


VIDEO: ONGOING CHILD ASSESSMENT: PARTNERING WITH FAMILIES

Click the icon to access the video *Ongoing Child Assessment: Partnering With Families*.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Ongoing child assessment: Partnering with families* [professional development suite]. <https://eclkc.ohs.acf.hhs.gov/video/partnering-families>

 VIDEO

Video Debrief

- Family engagement promotes children's learning.
- Families are children's first and primary teachers.
- It is important to hear from families first.
- Knowing what children do at home helps educators.
- Families can help develop collaborative learning goals for children.

SLIDE 9 VIDEO DEBRIEF

Before showing the responses on the slide, ask participants to share their comments about the video. The slide is animated so that responses appear one by one.

- Family engagement promotes children's learning.
- Families are children's first and primary teachers.
- It is important to hear from families first.
- Knowing what children do at home helps educators.
- Families can help develop collaborative learning goals for children.

Ongoing Assessment: A Definition

Ongoing assessment is the continuing process of **gathering information, observing, documenting, interpreting progress, and deciding when to adjust practices** to better support children's development and learning.

SLIDE 10 ONGOING ASSESSMENT: A DEFINITION

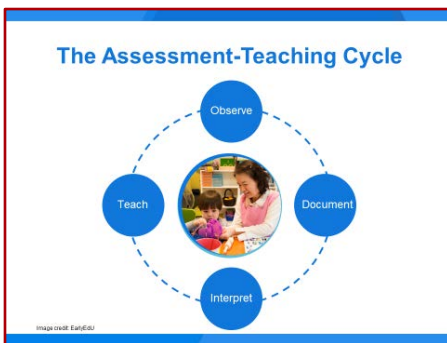
One way to think about ongoing child assessment is as a continuous process. The slide offers a definition:

Ongoing assessment is the continuing process of gathering information, observing, documenting, interpreting progress, and deciding when to adjust practices to better support children's development and learning.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Ongoing child assessment: Overview: Tips for teachers.*

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/overview-glossary.pdf>



SLIDE 11 THE ASSESSMENT-TEACHING CYCLE

The process of observing children, documenting their skills and development, working to make sense of information, and then using that understanding to guide children's learning and development creates a continuing cycle.

Through this cycle, early childhood educators, programs, and families can better understand children's learning and development, as well as plan for home, community, and program learning activities and experiences.

Goals in Sharing Data with Families

- **Families have access** to information about their children.
- **Information is understandable** and meaningful.
- **Parents have opportunities to share** about their children's needs.
- **Families and program staff can act** on shared information.

SLIDE 12 GOALS IN SHARING DATA WITH FAMILIES

Early childhood educators, programs, and families connect and collaborate in all sorts of ways. Programs and families can partner to determine what is most important to achieve family well-being and children's optimal learning and development.

Program staff can use the process of sharing data to achieve four goals:

- Access for families to information about their children.
- Information for families that is meaningful and clear.
- Opportunities for parents to have input about their children's needs.
- Families and program staff are able to act on shared information.

Participants will look more closely at what each of these points means as they move through the module.


REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>

Gathering and Sharing Information

SLIDE 13 GATHERING AND SHARING INFORMATION

In this section, participants will explore the meaning of information gathering, the perspectives of families and program staff, and sharing child assessment data through strong family partnerships.



DISCUSSION

How Would You?

- Invite families to share information about their children's earliest experiences, interests, growth, and development?
- Share information with families about their children's program experiences, interests, growth, and development?

SLIDE 14

DISCUSSION: HOW WOULD YOU?

Materials: Pens or pencils, blank paper

Ask participants to think about the following two questions and write their responses on a piece of paper:

- How would you invite families to share information about their children's earliest experiences, interests, growth, and development?
- How would you share information with families about their children's program experiences, interests, growth, and development?

Ask participants to share examples of working in partnership with families to gather and share information about children.

Participants will learn some strategies for inviting families to share information and for sharing data about children later in this section.



SLIDE 15

Gathering and sharing information is the responsibility of everyone—early childhood educators, other program staff, and families. Every person has information to share that can strengthen family-program partnerships and support young children's growth, development, and learning.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>

Positive Relationships Are Key



Partnerships with families that are based on positive, goal-oriented relationships support family and child progress.

Image credit: EASE@U

SLIDE 16 POSITIVE RELATIONSHIPS ARE KEY

Positive, goal-oriented relationships between families and educators that are based on mutual respect and trust develop over time. These relationships highlight family strengths and a shared commitment to children's well-being and learning outcomes.

Strong family-educator partnerships can positively impact family-child relationships, which are important for children's healthy development and learning.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>

Sharing information can help families and educators guide children's learning and development.




Image credit: EASE@U

SLIDE 17

Sometimes children demonstrate different abilities at home, in the community, and in the early learning environment.

Family members can provide valuable information about children's development and learning. This information can help **educators adapt and adjust their teaching** to make learning more meaningful for children by including specific details about children's lives and interests. What families share also helps educators better understand children.

Educators can share information that can help **families get a fuller picture of their children's progress and plan activities** to help their children learn at home and in the community.

REFERENCES

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>

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U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Ongoing child assessment: Partnering with families*.

<https://eclkc.ohs.acf.hhs.gov/video/partnering-families>

Inviting and Responding

Some strategies to ensure access to information are:

- Inviting families to share observations.
- Using multiple methods to reach families.
- Communicating with families in their preferred languages and with sensitivity to their individuality and cultures.
- Regularly sharing observations and children's portfolios.

SLIDE 18 INVITING AND RESPONDING

It is important for families to have access to development and learning information about their children. Some strategies to help accomplish that are:

- Inviting families to share observations about their children.
- Using multiple methods to reach families, including home visits, text messages, email, phone calls, and parent-educator conferences. Early childhood educators should ask families what their preferred methods of communication are. Educators and programs may need to make extra efforts to communicate with fathers, especially those not living with their children. Programs may have policies about prioritizing communication with both parents.
- Communicating with families in their preferred languages and with sensitivity to their individuality and cultures.
- Regularly sharing observations and children's portfolios.

REFERENCES

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Head Start father engagement birth to five programming guide*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/btt/docs/seven-step-father-engagement-guide.pdf>

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U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Ongoing child assessment: Partnering with families*.

<https://eclkc.ohs.acf.hhs.gov/video/partnering-families>

Impact of Shared Information

When parents and early childhood educators share information, this can:

- Guide and inspire learning activities at home and in the early learning setting.
- Increase consistency throughout environments to reinforce children's learning.
- Create opportunities for educators to show respect for parent views and adjust their comments about children's abilities.

SLIDE 19 IMPACT OF SHARED INFORMATION

When parents and early learning professionals share information about children, this can:

- Guide and inspire learning activities at home and in the early learning setting.
- Increase consistency throughout environments to reinforce children's learning.
- Create opportunities for educators to show respect for parent views and possibly adjust their comments about children's strengths and challenges.

Parents and educators can also reach common understandings about children's learning styles and temperaments when they share observations and information.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Families as lifelong educators*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-families-lifelong-educators.pdf>

Benefits of Partnership



When parents have positive relationships with educators and are involved in their children's early learning environment, their children's school readiness and success can improve.

Image credit: EKLKC

SLIDE 20 BENEFITS OF PARTNERSHIP

Parents who have positive relationships with their children's educators and are involved in their early learning environments can positively impact children's school readiness and success.

Long term outcomes for children include:

- Increased graduation rates
- Reduced time in special education classrooms
- Improved mental health

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Families as lifelong educators*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-families-lifelong-educators.pdf>

Perspectives

SLIDE 21 PERSPECTIVES

This section will focus on the importance of understanding families' perspectives to partner with them in the assessment process, which helps their children grow and learn.



LEARNING
ACTIVITY

Expectations of Parents and Educators

- Divide into two groups—one will take the educator role and the other, the parent role.
- Each group will make a list of what they expect of the other.
- Be ready to compare lists.

SLIDE 22

LEARNING ACTIVITY: EXPECTATIONS OF PARENTS AND EDUCATORS

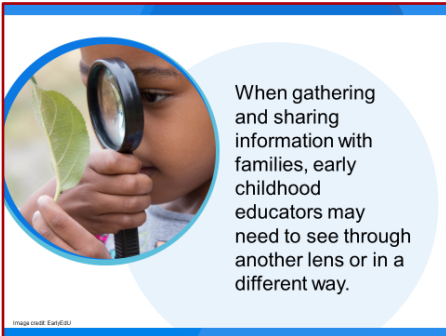
Materials: Flip chart, pens

Ask participants to divide into two groups. Depending on the number of people, you may want to create four groups with two groups playing each role—the educator and parent.

Each group will brainstorm a list of expectations for the other. For instance, the group playing the role of the early childhood educator will share possible expectations for parents. The parent group will list expectations for educators.


Once the groups have created their lists, bring everyone together to discuss these questions:

- What expectations do the two groups have in common?
- What differences do you notice?
- What takeaways do you have about parent perspectives that may be helpful for your work as an educator?



SLIDE 23

Gathering and sharing information with families often requires that early learning professionals see information through another lens or in a different way.



Taking Another's Perspective

Share a time when you tried to set aside your expectations and beliefs to see another perspective.

DISCUSSION

SLIDE 24 DISCUSSION: TAKING ANOTHER'S PERSPECTIVE


Materials: Flip chart, marker

Perspective refers to a person's outlook or a way of viewing something, which is influenced by many elements, including backgrounds and experiences.

Ask participants to find a partner and share a time when they were able to set aside their own beliefs, understandings, and agenda to see and learn from another person's perspective.

Ask each pair to share two or three highlights from their conversation. Write their responses on chart paper.

Sharing Perspectives



Early childhood educators, other program staff, and families bring:

- Information
- Feelings
- Beliefs
- Expectations

Image credit: EHN&U

SLIDE 25 SHARING PERSPECTIVES

Early childhood educators, other program staff, and families all bring information, feelings, beliefs, and expectations to their interactions and understandings related to children's early learning experiences and development. People see and understand things in different ways based on their information, insight, and experiences, as well as their values and beliefs.

The document *Family Engagement and Ongoing Child Assessment* says:

Respectfully sharing these different perspectives is an essential step toward healthy learning environments for children. Regular and purposeful supervision can help program staff recognize when their own perspectives are based upon personal reactions, biases and cultures, and guide them to effective communication strategies. (p. 4)

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>



LEARNING
ACTIVITY

Wondering Together

With a partner or in a small group:

- Read the statements and questions in the handout.
- Discuss how *wondering* helps us better understand families' perspectives and leads to a stronger partnership.
- Then, discuss the types of questions and statements you use in conversations with families to invite them to share.

SLIDE 26

LEARNING ACTIVITY: WONDERING TOGETHER

Materials: *Wondering Together* handout

Ask participants to work with a partner or in a small group to complete the activity.

Then, ask each pair or small group to share a highlight of their conversations.

Start With Family Perspectives



Example questions for families:

- What is important to you?
- What would you like to share?
- What would you like to know?
- What does this mean to you?

SLIDE 27

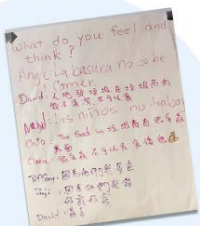
START WITH FAMILY PERSPECTIVES

Early learning educators can ask families for their views on their children's strengths, interests, and challenges. They can consider and talk with families about children's perspectives in seeking to understand individual children. Sharing observations about children's skills and activities can also be an effective start to a conversation with families.

Questions for families might include:

- *What is important to you?*
- *What would you like to share?*
- *What would you like to know?*
- *What does this mean to you?*

Sensitivity to Family Individuality



- Cultural
- Linguistic
- Emotional

SLIDE 28

SENSITIVITY TO FAMILY INDIVIDUALITY

- **Cultural.** Recognize and respect each family's views of child development and approach to raising children.
- **Linguistic.** Share information with family members in the language they prefer and with sensitivity to their culture.
- **Emotional.** Take into account parents' school experiences and hopes for their child. Assessment information can be emotional for families.

Other considerations may be economic diversity and family composition. Family structures can include blended families, single fathers or mothers, mothers and grandmothers, foster parents, two fathers or two mothers, and grandparents.

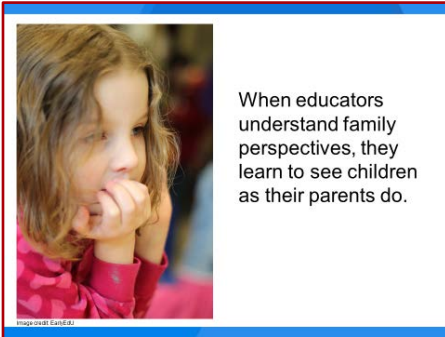
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REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Ongoing child assessment: Partnering with families*.

<https://eclkc.ohs.acf.hhs.gov/video/partnering-families>



SLIDE 29

Perspective taking involves understanding other people's thoughts and feelings. It means trying to see something from another's point of view.

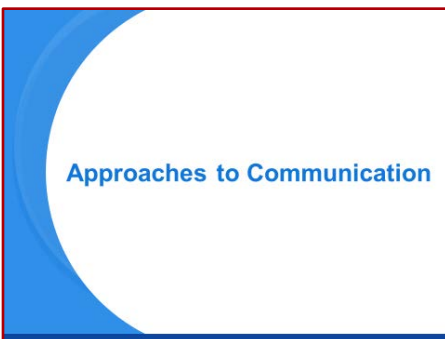
Perspective taking helps to see and understand things as other people experience them. Some people might refer to this as being still and quiet to listen and learn. Others might refer to perspective taking as being curious, wondering, and asking questions about what another person sees and understands.

When educators are able to understand families' perspectives, they learn to see children as their parents do. As trust grows between families and educators, richer information can flow between parents and educators to support children's learning and development.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Family engagement and ongoing child assessment* [professional development suite].

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>



SLIDE 30

APPROACHES TO COMMUNICATION

This section addresses communication strategies for educators and families in collaborating on child assessment information to support children's learning and development.

Strategies for Conversations

- Start with the parents' perspectives.
- Be positive and specific.
- Be descriptive and share interpretations.
- Focus on the parent-child relationship.
- Support parental competence.
- Be open to parents' emotions.

SLIDE 31 STRATEGIES FOR CONVERSATIONS

In addition to perspective taking, there are other strategies early childhood educators can consider in their conversations with families about information gathering and sharing:

- Start with the parents' perspectives.
- Be positive and specific.
- Be descriptive and share interpretations.
- Focus on the parent-child relationship.
- Support parental competence.
- Be open to parents' emotions.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>



DISCUSSION

What to Share

What can parents and educators share with each other about children?

This may change over time as relationships between educators and families deepen.

SLIDE 32 DISCUSSION: WHAT TO SHARE

Over time and with repeated contact, the quality of information and responses between parents and educators tends to deepen.

Ask participants to think about the question: What do you think educators and parents can share with each other about children?

Guide participants to identify that families can share:

- Observations about their children, including what they say and do and their interests and preferences, both at home and in other settings
- Goals for their children
- Expectations about what children should be able to say and do
- Knowledge of their children's earlier history

Possible responses about what educators can share are:

- Positive, specific observations
- Information about what children are doing and saying in the early learning setting
- Next steps for children's learning to explore with families

Making Information Meaningful

- Do families understand what ongoing assessment is?
- Do they know what the next stage of learning and development will be?
- Am I using language that is clear and jargon-free?
- Am I using families' preferred languages?

SLIDE 33 MAKING INFORMATION MEANINGFUL

For families to partner in the assessment process, educators can make sure information is meaningful and understandable:

- **Check that families understand the assessment process.**
Early on, educators can dialogue with families about expectations for assessing children's progress. This can include talking about different types of information, learning goals, and communication methods.
- **Make sure they know what children's typical next stage of development is, such as saying words or walking.**
Educators and parents can share information about children's skills and expected next steps in development.
- **Use language that is clear and free of jargon.** Jargon is terms typically used within a profession but is not usually clear to individuals outside the profession. Examples include terms like *screening* or acronyms like *IEP* (Individualized Education Program) and *IFSP* (Individualized Family Service Plan).
- **Use families' preferred languages to communicate.**
Educators and program staff can provide an interpreter if the program does not have staff fluent in the family's preferred language. Respect families' preferred languages throughout conversations. Provide written reports in the families' preferred languages when possible.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>

Tips for Sharing Clear Information



- Provide specific examples of what children know and can do.
- Give context to information.
- Pair verbal descriptions with visual examples.

SLIDE 34 TIPS FOR SHARING CLEAR INFORMATION

To communicate clearly, educators and families can:

- Provide specific examples of what children know and can do.
- Clarify and give context to information.
- Pair verbal descriptions with visual examples.

Families and early childhood educators can share specific observations and behaviors that represent assessment results. For example, an early childhood educator might say, “Lacy’s language is really taking off right now. I heard her put two words together yesterday when she said, ‘Big truck.’ That’s right where we would expect her language to be for her age. What have you noticed?”

Ways to Communicate

Times and methods for families and educators to share information:

- Arrival or departure
- Formal parent-educator conferences
- Home visits
- Phone conversations
- Text, video, and other messages
- Email
- Shared parent-educator journals


SLIDE 35 WAYS TO COMMUNICATE

Examples of times and methods for families and educators to share information are:

- Arrival or departure
- Formal parent-educator conferences
- Home visits
- Phone conversations
- Text, video, and other messages
- Email
- Shared parent-educator journals

Ask participants what they would add to this list.

What communication methods are most effective depend on family preferences and what works best for the educator-family partnership. Educators may need to reach out separately to fathers who do not live with their children, in addition to mothers.



Toddler Assessment Conversation

Think about these questions while watching the video:


- What types of information do the parent and educator share?
- What is the balance of educator talk and parent talk?
- What types of questions do you hear?
- How do you think the parent feels during the interaction?

SLIDE 36 TODDLER ASSESSMENT CONVERSATION

Participants will watch how an educator and a parent gather and share information about a toddler.

Ask participants to notice:

- The types of information the educator and parent share.
- The balance of educator talk and parent talk.
- The types of questions the parent and educator ask.
- The way the parent appears to feel during the interaction.



VIDEO: Toddler Assessment Conversation


SLIDE 37 VIDEO: TODDLER ASSESSMENT CONVERSATION

Click the icon to access the video *Toddler Assessment Conversation*.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

EarlyEdU. (2017). *Toddler assessment conversation* [Video file]. <https://eclkc.ohs.acf.hhs.gov/video/toddler-assessment>



Video Debrief

- They share information about the child's development, goals, and interests.
- "What kinds of things is he interested in?"
- "I wonder what you're noticing at home."

SLIDE 38 VIDEO DEBRIEF

Before showing the responses on this slide, ask participants to share their thoughts based on the guiding questions or what stood out for them. This slide is animated so that responses appear one by one.

Some possible responses that participants may share are:

- The educator and parent share information about the child's development, goals, and interests.
- The educator asks: "What kinds of things is he interested in?"
- The educator says: "I wonder what you're noticing at home."

The last two examples show that the educator regards the parent as the expert on their child.


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Participants may have different responses to the question about the balance of educator talk and parent talk. Initially, the conversation goes back and forth. As the conversation continues, the educator seems to talk more.

In addition, participants may notice that the educator refers to other times that the two have talked and specific points the parent made. This shows that the early childhood educator is not only listening in the moment but remembering what the parent said. This helps to build trust and invites further genuine sharing.

Tools for Sharing Information



In addition to observations, families and educators can share:

- Samples of children's art, writing, and other work
- Photographs of children's work, activities, and interests

Image credit: EarlyEdU

SLIDE 39 TOOLS FOR SHARING INFORMATION

In addition to observations, families and educators can communicate by sharing:

- Samples of children's art, writing, and other work
- Photographs of children's activities, work, and interests

Using Video to Talk About Child Learning



- Video is a powerful tool for observing.
- Video helps **Keep It REAL**.
- Video is useful across early learning contexts.

Image credit: EarlyEdU

SLIDE 40 USING VIDEO TO TALK ABOUT CHILD LEARNING

Sharing video recordings can be another tool to support a collaborative conversation about ongoing child assessment. Video can provide another way of seeing a child's development, progress, and behavior.

Using video aligns with the *REAL* guidelines for connecting and communicating with families that will be introduced in a few slides.

- **Relaxed.** It can be fun to watch a video of a child engaging with new materials or mastering a difficult skill, and families may enjoy seeing their children's day-to-day experiences.
- **Equal.** Families and educators can watch the same video and bring their own expertise and past experiences to the conversation.

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- **Accessible.** Video can provide concrete examples of development. While educators will often need to provide context for videos, they provide scenarios that help educators and families see a child’s development and learning in action.
- **Learning-focused.** Early childhood educators and families can highlight examples of a child’s successes and strengths.

In addition, video is useful across contexts. This means that no matter an educator’s role in the early learning field, video can be useful.



Using Video to Share With Family Members

Watch Megan Klish Fibbe, physical therapist, share information with families.

- How does Megan use video in her work with families?
- How does video support their work together? The family?

SLIDE 41 USING VIDEO TO SHARE WITH FAMILY MEMBERS

The video on the next slide shows a physical therapist, Megan Klish Fibbe, using video to share information with families. Megan provides her services through home visits. Her role is to help families learn to support their children’s development rather than to intervene directly with children.



VIDEO: Using Video to Share With Family Members

SLIDE 42 VIDEO: USING VIDEO TO SHARE WITH FAMILY MEMBERS

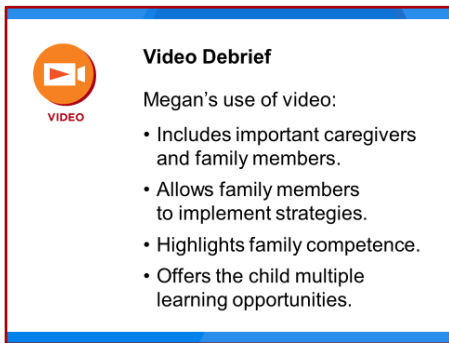
Click the icon to access the video *Using Video to Share with Family Members*.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

Colorado Department of Education. (n.d.). *Using video to share with family members* [Video file]. In Results Matter video library—Early intervention.

<https://www.youtube.com/watch?v=Ui89Z187SBk>



Video Debrief

Megan's use of video:

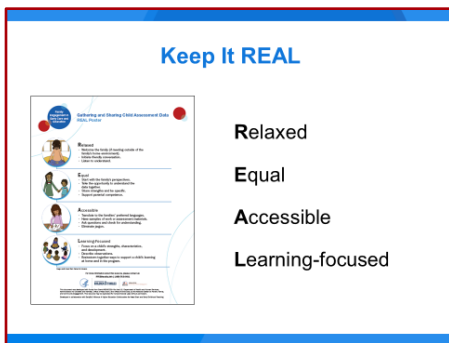
- Includes important caregivers and family members.
- Allows family members to implement strategies.
- Highlights family competence.
- Offers the child multiple learning opportunities.

SLIDE 43 VIDEO DEBRIEF

After showing the video, discuss key features of what participants saw. This slide is animated so that participants can share their ideas before discussing those on the slide.

Participants may say that Megan's use of video:

- Includes important caregivers and family members.
- Allows family members to implement strategies.
- Highlights family competence.
- Offers the child multiple learning opportunities with different family members.



Keep It REAL

Relaxed

Equal

Accessible

Learning-focused

SLIDE 44 KEEP IT REAL

Materials: *REAL Poster* handout

The acronym *REAL* can be a simple way to remember strategies for connecting and communicating with families. Conversations about child data should be Relaxed, Equal, Accessible, and Learning-focused (*REAL*).

Participants will use the *REAL* poster for an activity later in the module.

Descriptions of the *REAL* approach are:

- **Relaxed.** Effective conversations with families about child data are relaxed and conversational. Early childhood educators can take time to welcome families, thank them for their time, and acknowledge if families had to take time away from work or other responsibilities. During the conversation, educators should listen to families' passions and concerns.

Early learning professionals should consider family comfort and preferences in planning meetings and ensure privacy during conversations. Some families may feel most comfortable having conversations in their homes.

- **Equal.** Early childhood educators and families are partners in promoting child development. Families are experts on their children. The best conversations about data are framed around building a shared understanding of their children.

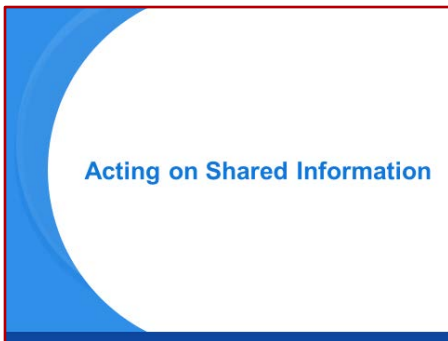
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- **Accessible.** An important purpose of assessing children is to collect useful information and to use it for ongoing support. Therefore, child assessment data must be clear, concise, and relevant.

Early childhood educators can ask questions and check for understanding. One example is: “What have you noticed at home that shows Aniso is learning to move around independently?”

- **Learning-focused.** Conversations about data can help educators and parents better understand a child’s unique characteristics and growth and explore the *growth edge*. This can be thought of as the next stage or step the child is likely to reach. This can be a goal for targeted learning and extra support. Here is one example: “I’ve noticed that Shana has really mastered one-word phrases. She says, ‘Help,’ ‘Stop,’ and ‘More.’ Have you noticed her putting words together at home? Maybe we can brainstorm some ways to help her expand her language.”



SLIDE 45 **ACTING ON SHARED INFORMATION**

Collecting information continuously in partnership with families helps improve children’s learning. This section will focus on ways that early childhood educators and families can make sense of shared information to make learning more meaningful for children.

Co-Designing Activities



Families and educators can collaborate to design activities to foster children's learning and development at home and in the early learning environment and community.

PHOTO: GUY FOSTER

SLIDE 46 CO-DESIGNING ACTIVITIES

Families and educators can collaborate to use shared information to design activities to foster children's learning and development at home, in the early learning environment, and in the community.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>

Action Steps

Steps that family-educator partnerships can take include:

- Translating information into everyday activities.
- Finding community resources to support children's learning.
- Describing children's accomplishments, strengths, and challenges as they transition to new learning environments.

SLIDE 47 ACTION STEPS

Steps that educators and families can take together include:

- Translating assessment information into everyday activities that families can do, such as promoting language development by asking children open-ended questions like: "Why do you think the plant grew so tall?"
- Finding resources in the community to support children's learning, such as the library or community center.
- Smoothing transitions to new learning environments by summarizing children's progress, strengths, and challenges.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *Family engagement and ongoing child assessment*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-2.pdf>



Role Play: Keep It REAL

- Read Jonathan's case study.
- In groups of two or three, role play a learning-focused conversation.
 - One member should take on the role of the educator.
 - The remaining members should be Jonathan's family.
- Discuss the experience.

SLIDE 48

LEARNING ACTIVITY: ROLE PLAY: KEEP IT REAL

Materials: *Role Play: Keep It REAL* handout

Invite participants to role play a conversation about a child's progress and next steps for learning.

Ask participants to work in groups of two or three. Distribute the learning activity handout. Allow approximately 15 minutes for role play and discussion.

Bring the whole group together to highlight key elements of the experience. Be sure that groups used the *REAL* principles:

- **Relaxed.** Conversations remained relaxed and focused on child learning.
- **Equal.** Educators ensured that parents were equal partners in the conversation.
- **Accessible.** Specific examples or materials made the conversation accessible.
- **Learning-focused.** Family insights and preferences were essential to the conversation.



Learning in Partnership: Using Data and Reflective Practice in Programs

Listen for key principles about how families, educators, and other program staff use information they gather.

SLIDE 49

LEARNING IN PARTNERSHIP: USING DATA AND REFLECTIVE PRACTICE IN PROGRAMS

This video focuses on how one program that provides Early Head Start services uses the information that they collect with families, children, and program staff to boost family well-being and parent-child partnerships.

Ask participants to listen for key principles about how families, educators, and other program staff use information that they gather.



SLIDE 50

VIDEO: LEARNING IN PARTNERSHIP: USING DATA AND REFLECTIVE PRACTICE IN PROGRAMS

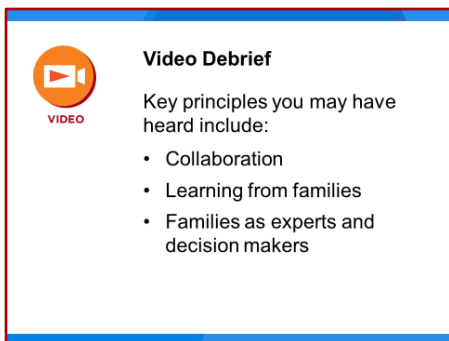
Click the icon to access the video *Learning in Partnership: Using Data and Reflective Practice in Programs*.

Note: PowerPoint must be in Slide Show mode to link to videos in this presentation.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Learning in partnership: Using data and reflective practice in programs* [Video file]. In Best practices in family & community engagement video series.

<https://eclkc.ohs.acf.hhs.gov/video/learning-partnership-using-data-reflective-practice-programs>



SLIDE 51

VIDEO DEBRIEF

Ask participants to share key principles they heard about how families, educators, and other program staff use information that they gather.

This slide is animated so that participants can share their ideas before seeing possible responses on the slide.

Possible responses about principles that guide how educators, program staff, and families use data include:

- Collaboration
- Learning from families
- Families as experts and decision makers

Participants may also notice that families and educators partnering in assessment practices can lead to improved program services.

Improving Practices



- Professional development
- Coaching
- Mentoring

Image credit: ECLKC

SLIDE 52 IMPROVING PRACTICES

It is also important to consider what early childhood educators and programs need to successfully engage in an ongoing child assessment process alongside families.

They need opportunities for:

- Professional development
- Coaching
- Mentoring

For example, early childhood educators need time to reflect and plan. They also need support interpreting the information gathered and using it to guide and adjust their approaches and practices.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). Learning in partnership: Using data and reflective practice in programs [Video file]. In *Best practices in family & community engagement video series*.

<https://eclkc.ohs.acf.hhs.gov/video/learning-partnership-using-data-reflective-practice-programs>



“We know that training alone, according to the research, is not enough. They need the opportunity to put that into practice.”

Dr. Dathan Rush, associate director of the Family, Infant and Preschool Program (FIPP)

Image credit: ECLKC

SLIDE 53

This quote is from the video *Learning in Partnership: Using Data and Reflective Practice in Programs*, which participants just watched:

“We know that training alone, according to the research, is not enough. They need the opportunity to put that into practice.”

Ask participants to share what they think “the opportunity to put that into practice means.”

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). Learning in partnership: Using data and reflective practice in programs [Video file]. In *Best practices in family & community engagement video series*.

<https://eclkc.ohs.acf.hhs.gov/video/learning-partnership-using-data-reflective-practice-programs>

Reflective Practice



Families can think about their goals and progress.

Educators and other program staff can reflect on their practices and think about what would be most effective.

Image credit: ECHS/ERJ

SLIDE 54 REFLECTIVE PRACTICE

Families and educators can engage in reflective activities, thinking about the goals and progress of families and children. Educators and program staff can reflect on their practices and what would be most effective to engage families in the assessment process.

REFERENCE

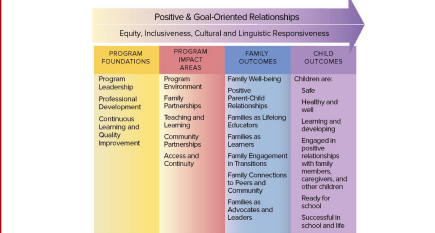
U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). Learning in partnership: Using data and reflective practice in programs [Video file]. In *Best practices in family & community engagement video series*. <https://eclkc.ohs.acf.hhs.gov/video/learning-partnership-using-data-reflective-practice-programs>

Bringing It All Together

SLIDE 55 BRINGING IT ALL TOGETHER

This final section summarizes the main points.

The Head Start Parent, Family, and Community Engagement Framework



Positive & Goal-Oriented Relationships
Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
<ul style="list-style-type: none"> Program Leadership Professional Development Continuous Learning and Quality Improvement 	<ul style="list-style-type: none"> Program Environment Family Partnerships Teaching and Learning Community Partnerships Access and Continuity 	<ul style="list-style-type: none"> Family Well-being Positive Parent-Child Relationships Families as Lifelong Learners Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates and Leaders 	<ul style="list-style-type: none"> Children are Safe Healthy and well Learning and developing Engaged in positive relationships with family members, caregivers, and other children Ready for school Successful in school and life

Image credit: Office of Head Start

SLIDE 56 THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

With a solid program foundation in place for parent, family, and community engagement, program leadership and staff can partner with parents, families, and communities to promote family engagement and positive outcomes for families and children.


The activity on the next slide will ask participants to discuss how the topic of gathering and sharing assessment information aligns with the Head Start Parent, Family, and Community Engagement Framework.

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REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf>



Where Does It Fit?

Which part of the Framework does this topic relate to?

- Form a small group and share ideas.
- Be ready to share your thoughts with the whole group.

SLIDE 57

DISCUSSION: WHERE DOES IT FIT?

Materials: Flip chart and marker

Share the Head Start Parent, Family, and Community Engagement Framework with participants. You may want to print out a few copies of it, ask participants to look at it online, or review it as a group.


Ask participants how the module topic (*Gathering and Sharing Child Assessment Data*) aligns with the Framework. Guide them to look at the Program Impact Areas of the Framework in particular. Write their responses on the flip chart for the group to see.

Participants should identify that family engagement strategies in this module align with the Teaching and Learning impact area. They may also point to Families as Lifelong Educators as one outcome that practices in this module support.

This exercise can serve as a reflective activity for participants as they think about what they learned during the module and how this fits into wider program efforts to engage families.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf>



SESSION SUMMARY

- Gathering and sharing information with families supports children's learning and development.
- Starting with parents' perspectives and sharing clear and meaningful information helps build trusting relationships that boost children's progress.
- Families and educators can co-design activities for children's learning.

SLIDE 58 SESSION SUMMARY

Materials: *Tip Sheet: Talking With Families About Child Data* handout

The main points of this module are:

- Gathering and sharing information with families as part of the ongoing assessment process supports children's learning and development.
- Starting with parents' perspectives and sharing clear and meaningful information helps build trusting relationships that boost children's progress.
- Families and educators can co-design activities for children's learning.

Provide participants with *Tip Sheet: Talking With Families About Child Data* as a resource.



SLIDE 59
CONCLUSION

This concludes the module *Gathering and Sharing Child Assessment Data*.

Logos for Department of Health & Human Services, Administration for Children & Families, National Center on Parent, Family and Community Engagement, and Early Childhood National Centers.

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Developed in collaboration with EarlyEdU Alliance: A Higher Education Collaborative for Head Start and Early Childhood Teaching.

SLIDE 59 CONCLUSION

This concludes the module *Gathering and Sharing Child Assessment Data*.

For more information about this resource, please contact us:
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