The Forgotten Standards of EAS: Teacher Responsibility and School-Home Relationships

Joan Walker, Associate Professor
School of Education, Pace University
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Agenda

1. EAS Framework and Purpose

2. Key Concepts and Resources
   A. Case studies
   B. Demonstration videos
   C. Live action simulations

3. Relevance to test framework
## EAS Framework

<table>
<thead>
<tr>
<th>Competency</th>
<th>Selected-Response</th>
<th>Constructed-Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approximate Number of Items</td>
<td>Approximate Percentage of Test Score</td>
</tr>
<tr>
<td>0001 Diverse Student Populations</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>0002 English Language Learners</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>0003 Students with Disabilities and Other Special Learning Needs</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>0004 Teacher Responsibilities</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>0005 School-Home Relationships</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>70%</strong></td>
</tr>
</tbody>
</table>
Why the EAS?

• “The New York State educator has the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools. The teacher is familiar with and knows how to use research-validated instructional strategies that are responsive to the characteristics and learning needs of students with a broad range of backgrounds and needs. The teacher knows his or her legal, ethical, and professional responsibilities in education-related situations involving students, parents/guardians, and others in the school community and acts in accordance with these responsibilities. The teacher also understands the importance of parent/guardian involvement in children's education and is able to use skills and strategies to communicate and collaborate effectively with parents/guardians in support of student learning.

• - NYSTCE EAS Test Design & Framework
   • March 2014
Performance Indicators

COMPETENCY 0004—TEACHER RESPONSIBILITIES

Performance Expectations

The New York State educator understands rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

Performance Indicators

a. applies knowledge of laws, policies, and regulations related to students' rights in various situations (e.g., in relation to testing accommodations and right to services, due process, discrimination, bullying, harassment, confidentiality, discipline, privacy)

b. applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting potential abuse, addressing safety issues)

c. applies knowledge of the rights and responsibilities of parents/guardians in various education-related situations (e.g., in relation to student records, school attendance, input into educational decisions)

d. analyzes the appropriateness of a teacher's response to a parent/guardian, a community member, another educator, or a student in various situations
COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS

Performance Expectations

The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.

Performance Indicators

a. identifies strategies for initiating and maintaining effective communication between the teacher and parents/guardians to promote student development and achievement

b. identifies factors that may facilitate or impede communication or collaboration with parents/guardians (e.g., accessibility, responsiveness, cross-cultural understanding) in given situations (including parent-teacher conferences)

c. identifies strategies for accommodating the communication needs of parents/guardians (e.g., the use of interpreters and translated documents) and for inviting parents/guardians to share information to enhance student learning

d. identifies strategies for ensuring that parents/guardians of all students are encouraged to participate as active members in school-based decision making

e. identifies strategies for encouraging parents/guardians to participate in and contribute to their children's education and for collaborating with parents/guardians to reinforce in-school learning outside the school environment
Teacher-Family Divide

**Teachers:** Use jargon, are business-like, out-talk parents 10:1

**Parents:** Need “humane” teachers who value their perspective

What teachers are prepared to do
1 out of 4

What teachers really do
Big Ideas / Frameworks

• Charlotte Danielson: Domain 4 B and C
  • Record-Keeping and Communicating with Families

• Joyce Epstein: Six Types of Involvement

• Hoover-Dempsey and Sandler Model of the Parent Involvement Process
### Component 4b: Maintaining Accurate Records

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Completion of Assignments</td>
<td>Teacher’s system for maintaining information on student completion of assignments is in disarray.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is rudimentary and only partially effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.</td>
</tr>
<tr>
<td>Student Progress in Learning</td>
<td>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</td>
<td>Teacher’s system for maintaining information on student progress in learning is rudimentary and partially effective.</td>
<td>Teacher’s system for maintaining information on student progress in learning is effective.</td>
<td>Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.</td>
</tr>
<tr>
<td>Non instructional Records</td>
<td>Teacher’s records for non instructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher’s records for non instructional activities are adequate, but they require frequent monitoring to avoid error.</td>
<td>Teacher’s system for maintaining information on non instructional activities is fully effective.</td>
<td>Teacher’s system for maintaining information on non instructional activities is highly effective, and students contribute to its maintenance.</td>
</tr>
</tbody>
</table>
# 4c: Communicating with Families

<table>
<thead>
<tr>
<th>Domain 4 – Professional Responsibilities</th>
<th>Danielson’s Framework for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information About the Instructional Program</strong></td>
<td><strong>Information About the Instructional Program</strong></td>
</tr>
<tr>
<td>Teacher provides little information about the instructional program to families</td>
<td>Teacher participates in the school’s activities for parent communication but offers little additional information.</td>
</tr>
<tr>
<td><strong>Information About Individual Students</strong></td>
<td><strong>Information About Individual Students</strong></td>
</tr>
<tr>
<td>Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.</td>
<td>Teacher adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.</td>
</tr>
<tr>
<td><strong>Engagement of Families in the Instructional Program</strong></td>
<td><strong>Engagement of Families in the Instructional Program</strong></td>
</tr>
<tr>
<td>Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</td>
<td>Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</td>
</tr>
<tr>
<td>Teacher provides frequent information to parents, as appropriate, about the instructional program.</td>
<td>Teacher communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns.</td>
</tr>
<tr>
<td>Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.</td>
<td>Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</td>
</tr>
<tr>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
<tr>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.</td>
<td></td>
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</tbody>
</table>
Parenting
Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.

Communicating
Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.

Volunteering
Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

Learning at Home
Involve families with their children on homework and other curriculum-related activities and decisions.

Decision Making
Include families as participants in school decisions, and develop parent leaders and representatives.

Collaborating with the Community
Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

Hoover-Dempsey and Sandler Model

1. Why do parents become involved?
   • Teacher invitations more powerful than SES

2. What do parents DO when they are involved?
   • Home-based
   • School-based
   • Home-school communication
   • Goals, values and expectations

3. How does their involvement translate into student outcomes?
   • Modeling, reinforcement, instruction, encouragement
   • First, student self-regulation then student achievement
Key Concepts

• **Partners** in education
• **2-way** communication
• Parent **empowerment/access**
• Respect for the family’s strengths
• Forms of involvement that matter most
How I Prepare my Students for the EAS

• Case studies
• Video models
• Direct simulations
Case studies: Hot, cool and cold

- Ben Dotger, Syracuse
- Rita Silverman, Pace

Topics:
- Homework
- Behavior and engagement
- Social relationships with peers
- Values and expectations
- Academic performance (standardized and local assessments)
Wisdom can’t be told.

- **Learning = knowledge → action** (Dewey, 1938)

- Repeated immersion in authentic tasks builds expertise (Ericsson)

- Acquiring and using new knowledge is easier when it’s contextualized.
Cases as context

• Narrative

• Authentic problem

• Offers information that requires manipulation, representation and interpretation
Do cases ‘work’? Yes and no.

Case-based vs. non-case-based instruction (Harvard Medical School)

• No difference in medical board exams
• Commitment to care
• Interpersonal skills
• Competence with psychosocial issues

Take-away: Cases won’t improve your performance on a test of factual knowledge. But they can improve your ‘soft skills.’
What is a “good” case?

1. **Purpose**: Learning objective

2. **Prevalence**

3. **Complexity**: Open-ended, fosters active reasoning

4. **Brevity**: Big Ideas, not too many specifics
Questions I’ve been exploring

• Can case studies prompt positive change in teachers’ knowledge of effective strategies for communicating with families?
  • Hot: live action simulation
  • Cool: Online case-based inquiry cycle—with video simulations
  • Cold: Text cases only

• What do these approaches reveal about teachers’ dispositions toward family engagement?
# The Case Method

<table>
<thead>
<tr>
<th>Facts</th>
<th>Ideas</th>
<th>Learning</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read case in advance of class</td>
<td>Once facts are identified, instructor elicits students’ opinions on the case</td>
<td>Now students identify questions that their debate has prompted.</td>
<td>Students ID resources that can answer their questions.</td>
</tr>
<tr>
<td>In class, instructor asks students to identify the salient dimensions and facts of the case</td>
<td>If the case is complex, this can spark debate and difference of opinion</td>
<td>What is the best way to....?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is where contrast or ‘cognitive heat’ is introduced.</td>
<td>Who knows about.....?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Traditional</strong></td>
<td><strong>Case-Based</strong></td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Role of problem</strong></td>
<td>Backdrop</td>
<td>Center stage</td>
<td></td>
</tr>
<tr>
<td><strong>Instructor role</strong></td>
<td>Expert, Deliver knowledge</td>
<td>Facilitate, model reasoning, catalyst for discovery</td>
<td></td>
</tr>
<tr>
<td><strong>Student role</strong></td>
<td>Listening, questioning</td>
<td>Active discussant, decider, defender</td>
<td></td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>Lecture notes</td>
<td>Discussion, Reflection</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Little to none</td>
<td>Frequent, essential; Cognitive ‘heat’</td>
<td></td>
</tr>
<tr>
<td><strong>Advantages</strong></td>
<td>Efficient coverage</td>
<td>Durable, flexible knowledge</td>
<td></td>
</tr>
</tbody>
</table>
Why Video Simulations?

• Immersive
• Flexible
• Durable
• Scalable
• Automated feedback and assessment
Generate Ideas: Meet Chris Burton

• 9th grade – Rough start across classes
• Homework?
• Daydreamer
• Not “on-task”
• Polite and apologetic for not “doing better”
• Teacher calls home. Mother sounds surprised.

If you were Chris’s teacher, what would you do to make this conference a success?
7 Aspects of Effective Parent-Teacher Communication

Skills
1. Opening
2. Share information
3. Gather information
4. Action plan

Dispositions
1. Empathy
2. Positive tone
3. Flow

Walker & Dotger, 2012
# 7 Elements of Effective Parent-Teacher Conferences: Derived from Expert Opinion*

## Four Essential Behaviors

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Definition</th>
<th>Exemplary Statements or Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td>Immediately establish a context for the meeting.</td>
<td>• Start by thanking the parent for coming in.</td>
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<tr>
<td></td>
<td></td>
<td>• State the purpose of the conference (if it was requested by the teacher, ask the parent what they would like to talk about if the meeting was requested by the parent).</td>
</tr>
<tr>
<td>2. Sharing Information</td>
<td>Explain the situation, using evidence.</td>
<td>• Share positive comments before addressing concerns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bring the parent up to date on what you have observed. Be objective, avoid jargon. Give concrete examples.</td>
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<tr>
<td></td>
<td></td>
<td>• Have notes on the steps you’ve taken so far and the results.</td>
</tr>
<tr>
<td>3. Gathering Information</td>
<td>Ask the parent for pertinent information.</td>
<td>• Ask for the parent’s thoughts about the situation (e.g., What is your impression of what I’ve described?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use active listening: Paraphrase what the parent says and repeat it back to the parent to check for understanding (e.g., Let me make sure I understand. You’re saying that....)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask questions to learn more about the student (e.g., What do you wish every teacher knew about your child? You’re the expert on your child: what advice do you have for me?)</td>
</tr>
<tr>
<td>4. Establishing an Action Plan</td>
<td>Suggest potential solutions to the situation, incorporating the parents’ ideas if possible.</td>
<td>• Have a list of potential suggestions or strategies to share.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Get ‘buy-in’ from the family (e.g., Ask, Which of these ideas do you think are the best fit for you and your child?). Use the language of partnership saying “we”, “us” and “our” as much as possible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop a plan of action and write it down. Decide on a time to meet again to review the plan and any results.</td>
</tr>
</tbody>
</table>

## Three Essential Dispositions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Definition</th>
<th>Exemplary Statements or Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining Positive Relationship</td>
<td>Convey a caring, calm persona.</td>
<td>• Demonstrate knowledge of the student as a person, not just a student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Balance positive comments about the student with expressions of concern or questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Convey care for the student’s well-being and success (e.g., reassure the parent so they do not feel blamed).</td>
</tr>
<tr>
<td>Accepting Emotions</td>
<td>Express empathy for parent’s emotions and perspective.</td>
<td>• Validate the parent’s feelings (e.g., I understand this is a lot to take in; I know this may be distressing news)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Express understanding of the parent’s concerns or needs (e.g., Let me make sure I understand your concern, you want to know... So one resource that would make it possible for you to enact this plan is...)</td>
</tr>
<tr>
<td>Managing Flow</td>
<td>Keep the conversation focused and on track.</td>
<td>• Throughout the conference express confidence and a commitment to addressing the concern in a professional and positive way.</td>
</tr>
</tbody>
</table>

Compare Contrasting Models:  
**Opening the Conversation**

Teacher 1

Teacher 2
Compare Contrasting Models: 
**Action Plan**

Teacher 1

Teacher 2
Comparing Consequences:
Which teacher goes with which picture?
Overall, which teacher was better? Why?

• Forced choice engages teacher conversation
• Uncovers dispositions toward communication with families
  • Choosing Teacher 1 suggests a preference for efficiency
    • Teacher-directed, common stance
  • Choosing Teacher 2 suggests valuing relationship building.
    • Family-centered, less common
Quantitative Data

Case 01: Chris Burton
15-Oct-2012  Session(s): Online  Season(s): Online

Please click on a question below to analyse the trends:

3) Step 2: Choose Imagine you are Chris's teacher, which of the following options is the best thing to do next?

15) Question 1: Ms. Sharp was very successful at getting the conference off to a good start (e.g., began the meeting with a handshake, introduced herself, began with a positive greeting). When you've made your selection, click the Next arrow (bottom right)

21) Question 2: Ms. Sharp was very successful at sharing information about the situation with the parent. When you've made your selection, click the Next arrow (bottom right)

27) Question 3: Click here for some behind-the-scenes background about what's going on in Jenny Burton's personal and professional life. Then, indicate your agreement or disagreement with the statement, "Ms. Sharp was very successful at gathering information pertinent to Chris' family and life outside school."

33) Question 4: Ms. Sharp was very successful at suggesting a plan of action.

40) Question 5: Ms. Sharp was very successful at maintaining a positive relationship with the parent (e.g., praised and encouraged the student and/or parent and showed interest in the student's well-being and success).

46) Question 6: Ms. Sharp was very successful at accepting the parent's emotions (e.g., showed empathy, validated the parent's feelings).

3) Step 2: Choose Imagine you are Chris's teacher, which of the following options is the best thing to do next?

- Re-examine my teaching practices. Maybe it's me?
- Keep doing what I'm doing. It's up to Chris to improve.
- Get tough. Chris needs some consequences to get him on track.
- Contact the family to inform them of the situation and learn more about Chris.

Analyse by Aggregate of all sessions  0 Comments (View / Add)

Export to PDF:
Case 01: Chris Burton

12) Step 3: Generate ideas [Use the green arrow to add your comments to your previous thoughts.]

My ideas for the meeting with Chris's mom (1 Comments)

During my meeting with Chris' mother, the first thing I would do is note that her son is very bright young man and explain all of the qualities I have seen in him that make him an excellent student. I would go on to express that I am concerned with the fact that he has been distracted and has not been submitting work that I know he is more than capable of doing. I would ask his mother if he has been acting differently at home and try to better understand Chris' life at home.

C F on 25-Oct-2012 16:43

On 25-Oct-2012 17:42 C F wrote:

After reading the information provided by the experts, I would revise my plan and do a number of key things differently. I would be sure to greet Chris’ mother warmly (with a handshake). I would also, show a great deal of empathy when asking his mother for information about life at home. I would be sure to include a variety of options to create a plan of action to help Chris. I would make sure that his mother understood the options and I would be sure to ask her for input such as which of the options she thinks would work best for both her and her son. I would ask for contact information, and reassure her that by working together we would be able to help Chris be the best student he could be.
Presence of 7 Aspects in Research
(n = 233, pre-service teachers)

- Open
- Share
- Gather
- Action Plan
- Positive tone
- Empathy
- Manage Flow

Pre vs Post comparison chart
So What?

• Case-based, inquiry task can prompt awareness of effective parent teacher conference strategies.
  • Initial plans = telling and asking
  • Revised plans → partnership
    • Opening
    • Action plans
    • Empathy
• “I learned to have a plan in place for students having issues and how to get the parents involved in the conversation during parent conferences.”

• “I thought I knew how to have a conference with a parent, but I definitely learned ... what kinds of questions to ask the parent.”

• “Good refresher for experienced teachers.”

• I realized I cannot lead a successful conference “on the fly” but need to be planned - particularly with those difficult meetings.
Direct simulations: An example

Dual purposes:
1. understanding of assessment data
2. ability to communicate with families

• Can be repurposed to a text-based exercise with role play (instructor as parent) OR to a text case only.
Research Questions

1. What do simulated parent-teacher conferences reveal about novice teachers’ basic communication skills?
   • 7 Aspects of Effective Communication

2. Are novice teachers’ communication styles contingent upon the type of information they share?
   • Good news vs. Bad news

3. What does a simulated parent-teacher conference reveal about the kinds of supports novice teachers need for tackling authentic professional tasks under sheltered but authentic conditions?
7 Aspects of Effective Parent-Teacher Communication

Skills
1. Opening
2. Share information
3. Gather information
4. Action plan

Dispositions
1. Empathy
2. Positive tone
3. Flow

Walker & Dotger, 2012
# 2.2 Grade 7 Math Benchmark

## 2011-12 School Year

**Multiple Choice**

*Grouped by Standard, Performance Indicator*

### Notes:
The data reported is for local student data analysis and decision-making. For APPR purposes, districts should use L2KPT reports and other SED released reports. The "Success Rate" will be highlighted in red if it's lower than "Regional LVL3 CUTPT". The field-test questions have been excluded from the report.

**Class Of:** 2012-13

**Instructor:** Lastname358, Firstname - 359

**Building:** MIDDLE SCHOOL 1 - 020

**Course 016065 - ELA 8 Section: 1 (Total Number of Tested Students is 15)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Indicator</th>
<th>Question</th>
<th>Class Success Rate</th>
<th>Region Success Rate</th>
<th>Regional HVL2 CUTPT</th>
<th>Regional LVL3 CUTPT</th>
<th>Regional HVL2 CUTPT</th>
<th>Regional LVL3 CUTPT</th>
<th>Regional LVL4 CUTPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.N.1.1 Distinguish between the various subsets of real numbers (counting/natural numbers, whole numbers, integers, rational numbers, and irrational numbers)</td>
<td>NCS1</td>
<td>73.33%</td>
<td>64.93%</td>
<td>28.39%</td>
<td>46.52%</td>
<td>57.84%</td>
<td>77.58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.N.10 Determine the prime factorization of a given number and write in exponential form</td>
<td>NCS8</td>
<td>80.00%</td>
<td>86.08%</td>
<td>72.26%</td>
<td>86.96%</td>
<td>92.68%</td>
<td>92.53%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.N.11 Simplify expressions using order of operations. Note: Expressions may include absolute value and/or integral exponents greater than 0.</td>
<td>NCO4</td>
<td>40.00%</td>
<td>64.60%</td>
<td>40.00%</td>
<td>50.87%</td>
<td>54.70%</td>
<td>70.62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.N.12 Add, subtract, multiply, and divide integers</td>
<td>NCS1</td>
<td>60.00%</td>
<td>76.75%</td>
<td>47.10%</td>
<td>67.83%</td>
<td>78.40%</td>
<td>92.27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.N.13 Add and subtract two integers (with and without the use of a number line)</td>
<td>NCO4</td>
<td>73.33%</td>
<td>80.01%</td>
<td>63.23%</td>
<td>70.87%</td>
<td>85.71%</td>
<td>91.24%</td>
<td></td>
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</tr>
<tr>
<td>7.N.14 Add and subtract two integers (with and without the use of a number line)</td>
<td>NCO9</td>
<td>60.00%</td>
<td>79.09%</td>
<td>56.77%</td>
<td>70.87%</td>
<td>77.35%</td>
<td>87.89%</td>
<td></td>
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</tr>
</tbody>
</table>
Sample Questions

1. My child’s performance level is based on his/her scale score. What is a scale score? Is this my child’s actual score on the test?

2. According to the most recent scale score my child’s performance level is a 2. What does this performance level mean?

3. So what areas of the test did my child do well on? What areas does my child need to work on?

4. I have my child’s report from last year. When I look at the two most recent reports, I see that my child’s performance in some strands has dramatically changed. Are these real changes?

5. Doesn’t the way the test is constructed impact how my child performs? What did this test look like?

6. What can you tell me about my child’s performance relative to the performance of his/her peers? Did everyone have trouble with the test? Or is it just my child?

7. Should I trust this information about my child? Why or why not?
Meeting Mrs. Lewis
Objective Ratings of Simulated Performance

Mary: Good News 1.50, Bad News 2.00
Dave: Good News 3.00, Bad News 1.00
Ann: Good News 2.50, Bad News 3.00
Sean: Good News 2.00, Bad News 2.00
Candidate Reflections

• **Successful:** Sharing information, establishing rapport

• **Challenges/difficulties:** Explaining test, jargon; Walking line between empathy and taking control; Time constraints

• **Do differently:** Be more receptive to the mom; Give mom more opportunities to engage

• **Take away:** Parents are a formidable force!

• **Other:** I need more practice! I’m curious about the bad news conference. I expect a confrontational parent.
Key Concepts

• **Partners** in education
• **2-way** communication
• Parent **empowerment/access**
• **Respect for the family’s strengths**
• **Forms of involvement that matter most**
Performance Indicators

COMPETENCY 0004—TEACHER RESPONSIBILITIES

Performance Expectations

The New York State educator understands rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

Performance Indicators

a. applies knowledge of laws, policies, and regulations related to students' rights in various situations (e.g., in relation to testing accommodations and right to services, due process, discrimination, bullying, harassment, confidentiality, discipline, privacy)

b. applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting potential abuse, addressing safety issues)

c. applies knowledge of the rights and responsibilities of parents/guardians in various education-related situations (e.g., in relation to student records, school attendance, input into educational decisions)

d. analyzes the appropriateness of a teacher's response to a parent/guardian, a community member, another educator, or a student in various situations
COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS

Performance Expectations
The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.

Performance Indicators
a. identifies strategies for initiating and maintaining effective communication between the teacher and parents/guardians to promote student development and achievement
b. identifies factors that may facilitate or impede communication or collaboration with parents/guardians (e.g., accessibility, responsiveness, cross-cultural understanding) in given situations (including parent-teacher conferences)
c. identifies strategies for accommodating the communication needs of parents/guardians (e.g., the use of interpreters and translated documents) and for inviting parents/guardians to share information to enhance student learning
d. identifies strategies for ensuring that parents/guardians of all students are encouraged to participate as active members in school-based decision making
e. identifies strategies for encouraging parents/guardians to participate in and contribute to their children's education and for collaborating with parents/guardians to reinforce in-school learning outside the school environment
Would you like to learn more?

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