

Elementary Observation Tool for Successful Academic Parent-Teacher Teams (APTT)

Reflect: Have I set my families and students up for a successful meeting?

- Do I have recent data on the skills I am discussing tonight?
- Did my families know about the meeting in advance? Did I invite them personally, and follow up with them? Do they know their presence matters?
- Will all my families be able to make use of the materials? Did I differentiate materials based on student and family needs and did I provide translation, interpretation, or any other necessary accommodations?
- What will the impact of families showing up/not showing up be? Do I believe my families will come and have I done everything I can to get them in the door?
- Will families walk out of this meeting with new information and tools they can use to support their child?

APTT Teachers/Grade: _____

APTT Meeting Data/Observer: _____

Component	Overall Objective	Teacher Actions	Evidence	Observer Comments
Introduction 10-15 mins	Families can explain their role and responsibilities in supporting their child's academic progress Families know this is a high priority meeting Families feel energized	<input type="checkbox"/> Welcomes families and thanks them for coming and acknowledge their partnership thus far in the year (warm and welcoming tone) <input type="checkbox"/> Frames the goals/agenda of the meeting and explains how this meeting fits into the larger APTT meeting structure <input type="checkbox"/> Ensures families have necessary materials to engage fully in the meeting <input type="checkbox"/> Make clear student academic success is achieved through family-teacher collaboration <input type="checkbox"/> Facilitates ice-breaker activity that gets families talking to each other <input type="checkbox"/> Start and close the activity by emphasizing: community, collective effort, we are all in this together, we are a team!	<input type="checkbox"/> Families' questions and comments throughout the meeting reflect they understand the purpose and limitations of the meeting <input type="checkbox"/> Families participate in the icebreaker activity and get to know other families <input type="checkbox"/> Families' comments after the meeting (written or verbal) indicate they are excited about what they learned, feel confident to support the skills at home, and part of a community	
Foundational Skill 5-10 mins per skill	Families know what skills their children need to master and why they matter.	Skill #1 and #2: _____ <input type="checkbox"/> Foundational skills selected are aligned to data and home appropriate <input type="checkbox"/> Clearly describes the foundational skill in family friendly language <input type="checkbox"/> Clearly describes the pre-requisite skills/knowledge to access foundational skill <input type="checkbox"/> Provides concrete examples of what the skill looks like in practice <input type="checkbox"/> Explains <i>why</i> this skill is critical to students' current and future grade level success in way that families can access <input type="checkbox"/> Teacher checks for family understanding about key skill to assess most families understanding	<input type="checkbox"/> During checks for understanding, most families indicate understanding of key skills <input type="checkbox"/> Families can name the key academic skills for their child's grade level and explain why these skills are important	
Sharing Data 5-10 mins per skill	Families are given the necessary information to monitor the child's performance and hold high expectations Families feel a sense of urgency and a sense of hope because they now have the facts in front of them and data is actionable.	<input type="checkbox"/> Emphasizes that scores are not a sign of students' intelligence and all students learn at different paces <input type="checkbox"/> Displays data related to class and individual student progress on two foundational skills (on power point and in folder) <input type="checkbox"/> Explains when and how the data was collected <input type="checkbox"/> Using graph, explains overall classroom trends without sugar coating <input type="checkbox"/> Models interpreting the graph using an example student <input type="checkbox"/> Checks for most families understanding using specific questions <input type="checkbox"/> Explain to families how instruction will be differentiated to meet individual student needs <input type="checkbox"/> Provides time for families to review their individual student's folder <input type="checkbox"/> Strategically circulates around the room to discuss data with individual families <input type="checkbox"/> Invites families to ask questions <input type="checkbox"/> Tell families they will see a follow up graph at the next meeting <input type="checkbox"/> Connect current data back to importance of foundational skill and reiterate the data	<input type="checkbox"/> Through checks for understanding or individual conversations, families can identify where their student is performing in relation to the other students in the class and in relation to the EOY goal <input type="checkbox"/> Families can articulate what skills/knowledge is impacting the data for their individual student <input type="checkbox"/> Families (orally or through exit ticket) express confidence that students' data will improve and that they can directly help improve it	

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<p>Learning Activities</p> <p>15-20 mins per activity</p>	<p>Families feel confident, capable and clear on what and how they will be practicing at home</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning activities are, aligned to foundational skills, engaging for students, and can be completed in a reasonable amount of time and space at home <input type="checkbox"/> Learning activities are differentiated and translated to meet family and students needs <input type="checkbox"/> Connects learning activity to foundational skill and data sections <input type="checkbox"/> Models the learning activity for families using visuals and manipulatives <input type="checkbox"/> Models how the learning activity can be differentiated to make easier or harder based on student's data and checks for understanding <input type="checkbox"/> Provides guided practice on each learning activity and checks for understanding <input type="checkbox"/> Gives families a chance to practice the take-home activity with other families <input type="checkbox"/> Circulates the room to provide support, encourages mutual help and support <input type="checkbox"/> Provides guidance about how often and how long to do the activity (s) at home <input type="checkbox"/> Ask families if they have ideas for extending the activity for added challenge 	<ul style="list-style-type: none"> <input type="checkbox"/> Families can articulate how the learning activity will support their child's growth in the foundational skill and improve their data <input type="checkbox"/> Families can correctly engage in the learning activity practice and know how to make the activity easier/harder based on their student data <input type="checkbox"/> Families share ideas for how to make the activity more appropriate for their child <input type="checkbox"/> Families are excited about using the learning activity to practice with their child 	
<p>Goal Setting</p> <p>5-10 mins per skill</p>	<p>Families set a rigorous goal for their child's progress</p> <p>Families feel confident, capable, and committed to supporting their child to reach the goal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shares class end of year goal and class interim goal (goal by next meeting) <input type="checkbox"/> Articulates urgency, ownership, and collective accountability for goals <input type="checkbox"/> Communicates a belief in students and families to reach the goals <input type="checkbox"/> Invest families in setting individualized student goals and instructs families on how to set a goal for their child using example students and modeling <input type="checkbox"/> Checks for family understanding using example students <input type="checkbox"/> Instructs families to write how often they commit to practicing the activity on the goal sheet <input type="checkbox"/> Strategically circulates the room to provide support to families as they complete goal sheet independently <input type="checkbox"/> Records goals families set for students and/or collects goal sheet 	<ul style="list-style-type: none"> <input type="checkbox"/> Families can articulate how setting a goal can support their child's learning <input type="checkbox"/> Families set a realistic goal for child and outlines when/how often they will practice learning activity to reach the goal <input type="checkbox"/> Families share the goal they set and practice commitments with teachers 	
<p>Conclusion</p> <p>5-10 mins</p>	<p>Families feel a sense of urgency, ownership, and accountability for their child's success</p> <p>Families feel supported know what to expect from the teacher in the future to support the information they received during the meeting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Concludes the meeting by thanking families for their time and support <input type="checkbox"/> Conduct checks for understanding to ensure most families are walking away with key ideas from meeting <input type="checkbox"/> Reiterates student academic success is achieved through family-teacher collaboration <input type="checkbox"/> Encourages families to reach out to one another for ideas and support <input type="checkbox"/> Show families an example of data update communication they can expect <input type="checkbox"/> Provides families with dates of future APTT meetings <input type="checkbox"/> Ask families to complete feedback forms to make the meetings more effective 	<ul style="list-style-type: none"> <input type="checkbox"/> Families ask any lingering questions and understand next steps <input type="checkbox"/> Families can articulate key ideas from the meeting based on check for understanding questions <input type="checkbox"/> Families (orally or through written feedback) express excitement about using the information/tools and resources to support their child 	
After Meeting Teacher Actions				Logistics of Meeting
<ul style="list-style-type: none"> • Was this meeting a good use of families' time that will truly enhance the academic conversation at home? • Why didn't some families show up? How do I find out what happened and work with them to get them the information they need? • Make multiple attempts to have make-up meetings with all families that don't attend original meeting time • Review parent feedback from APTT meetings and reflect on strengths and areas for growth – Plan to share feedback with families at next APTT meeting and how the meeting has been adjusted based on feedback • Review the above observation checklist and reflect on strengths and areas for growth • Debrief meeting with a member of your school's family engagement leadership team and record most important next steps for future APTT meeting • Ensure you have collected and reviewed the family goal sheets for families who attended the meeting • Follow up with families in 2-4 weeks to check-in about learning activities and/or updated progress (Use parent goal sheets to frame the conversation) • In 4-6 weeks, if there is not an additional APTT meeting schedule, send out a data update to families to share progress 				<ul style="list-style-type: none"> • Started on time • # of families in attendance _____ • Materials well prepared • Interpretation/translation offered • Childcare offered • Ended on time