

The evidence piece I chose for TRB standard four is a form that I used for communicating student learning to parents. For the sake of confidentiality, I chose the blank form. I used this form multiple times throughout my practicum to communicate with parents what the students learned throughout the past few weeks. At the top of the form, I indicated what big ideas, curricular competencies, and content the unit covered. I think what is most important about this form is that students were able to add their own input on how well they think they did, in addition to which learner traits they thought they were exhibiting. At the end of each unit, I asked students how well they think they did on the culminating or final activity, using a familiar cat diagram that was consistently referred to throughout their school year.

My evidence piece fits this TRB standard because it shows that I was communicating what I was teaching to parents and how their children were doing with the concepts that I taught them. Parents had my contact information from the beginning of the year when I sent them an introduction newsletter. I also saw most of the parents at the beginning or the end of the school day when they were dropping and picking up their children, so there were lots of opportunities to discuss the communication of student learning form. I sent multiple of these forms home to parents and guardians throughout my practicum because I wanted parents to be involved with their children's learning and school life. I think this relates to how important it is to continuously be connecting with parents. If parents are unaware of what is going on in the classroom, it creates a disconnect, when what we really want is to have parents involved and supporting their children. When parents are involved and aware of what is happening in the classroom, they can better support their children at home. These forms also reduce the element of surprise when it

comes time for reporting. If parents are consistently updated with their children's progress, there should not be any surprises when report cards are distributed.

I learned that teachers are always going to need the help of parents. Through consistent communication, teachers begin to build stronger parent-teacher relationships. This will make parents more comfortable approaching teachers with any issues they may have, and vice versa. This relates to standard four because it highlights how educators consider parents' advice on matters concerning their children.