# Overview: Examples of Family Email Communication with Conference Notes



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This resource gives two sample emails for parent communication about their child’s participation in class.  The first sample email is an example of how a Teacher Candidate might communicate positive news with the family.  The second sample email is an example of how a Teacher Candidate might communicate with a family regarding problematic behavior.  At the bottom of each sample email are notes that a Teacher Candidate might make during a Parent Conference.  The Conference notes are not included in the email but are references to prompt the Teacher Candidate during conferences. This resource supports the first step in family collaboration. The next step would be for the Teacher Candidate, with Supervising Practitioner support, to work with a family to devise a plan to address needs.

 

 **WHEN could this resource be used?**

A Teacher Candidate could use these examples to formulate parent communication during the practicum semester.



 **WHO could use this resource?**

This resource is primarily designed for a **Teacher Candidate**, but **Program Supervisors** and **Supervising Practitioners** could also use this resource when supporting a Teacher Candidate’s demonstration of the Essential Element of Collaboration on Student Learning and Well-Being.

** HOW could this resource best be used?**

This resource can guide a Teacher Candidate who might not have a lot of prior experience interacting and communicating with families.  Using the sample emails as a guide, a Teacher Candidate can craft their own communication (either positive or negative) specific to their practicum placement and interactions with students.  This parent communication is the first step towards demonstrating the Essential Element of Collaboration on Student Learning and Well-Being.  Further evidence would be needed to show further steps in the collaborative process.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Examples of Family Email Communication with Conference Notes

Parent Email Drafts

**Positive News**

Dear \_\_\_\_\_\_\_\_,

I wanted to reach out to let you know about Student Name’s recent achievements in ceramics class.  Student Name is consistently focused and engaged in class, participates enthusiastically and is overall a great pleasure to have in class. She is currently working on hand building a mug with a design inspired by \_\_\_\_\_. Her attention to detail and diligence is making for an exceptional piece.  Student Name always completes her work in a timely manner and has even taken the initiative to work on a personal clay project in her free time.

I always look forward to what Student Name will bring to class. She has become a leader and a role model for her peers in terms of the quality of her work and her conduct in class. She has a bright future in this discipline if she chooses to continue ceramics.

Please don’t hesitate to reach out if you have any questions about Student Name or her work in class!

Best,

Teacher Name

Student Name Conference notes:

* Always engaged during class and participates frequently
* Shows enthusiasm and great ideas during class
* Takes great care and mindfulness with her work
* Exemplary student

**Difficult News**

Dear \_\_\_\_\_\_\_\_\_,

I am reaching out to fill you in on some behaviors I have noticed from Student Name recently in ceramics class. Student Name has been having mixed success in class, she often struggles to follow through with a task and needs a lot of prompting to do assigned work. The frequent use of the phone in class is also something that is hindering her success. In class, I always make sure to set clear expectations of what should be worked on and completed by the end of each class, and due to the observed behaviors, Student Name tends to struggle with completing her work. In ceramics, timing is a very crucial thing we have to work with for pieces to remain workable and successful.  When work is not completed in a timely manner, the workload can tend to pile up and become overwhelming, and students can become frustrated.

I spend each day helping Student Name work through assigned tasks to make sure she feels supported and understands what is expected of her, however, it seems that her behavior isn’t improving.  I want Student Name to be able to make the most out of this class and feel successful and proud of the work she produces in this class. I am hoping that working with your family, we can find ways to best support Student Name and have her find success and joy in class.

Thank you,

Teacher Name

Student Name Conference notes:

* Needs to engage more in class, put phone away
* Occasionally skips class or goes to the bathroom for extended periods of time
* Needs lots of prompting and guidance to complete a task, struggles to work independently