

### Example 3: Whole-Child Feedback Email

*To help a child develop his full potential, we need to see him as a unique individual. With only 16 students in each class, each teacher has the opportunity to not just assess and support academic growth, but also each child's personal development.*

*As you read this email, reflect how intimately this teacher knows Sam. Notice how the teacher shares her observations with the parents, and how she has planned out a course of action to help this young man with developing personal skills, such as organization and transitions.*

*Have you ever received such a detailed, individualized email from your child's teacher? Do you think your child's current teacher has the time or energy to get to know your child this well?*

---

Subject: Sam in Science

Good afternoon Mr. and Mrs. Warren,

After speaking with you this morning, Mrs. Warren, I felt that I should just shoot you an email and update you on Sam's progress in science and geography thus far. Looking at Sam's work in particular I see so much effort put forth. There is no question whether Sam is trying his very hardest, and it is awesome to see a student work as hard as he does. He shows his personal best everyday in class with discussion, asking questions, connecting with content and even in his in class assignments and homework. There are two major assignments we have had so far in science that I would like to share with you.

Food log: When I received Sam's food log, I was amazed at how detailed it was. This was a project that related to our food portion of plants in human life, which Sam truly took pride in—most likely due to the diet that your family has instilled in his life where he eats primarily plant products. He was eager to share his examples from his food log, and even took pride and answered the reflection questions on the back to much depth.

Reflection Questions: The reflection questions were completed in class, using notes, and Sam was given the opportunity to work with a partner if he wanted. He did work briefly with one of the other students; however, for the most part he chose to work independently. I did work closely with him on these questions, as he had a lot of clarifying questions. This is not a problem in science, we even have another teacher in the room as a resource, so when I need to work with a student she is also there to help. Again, Sam answered these in great detail, he never rushes and he only turns in his best work. These questions, as well as the corrections, were sent

home in the Tuesday folders last night, so hopefully you got an opportunity to see the work he turned in.

As you can see in science, Sam has been very productive. We are still working on his transitioning skills such as filing papers, taking down notes, etc. I am extending the time he has to work on certain tasks such as practice maps or reflection questions by inviting him to come see me during homework period (which is directly after our class), where he can finish these assignments.

Aside from academics, I just wanted to share with you that I have never seen Sam upset, angry, any other emotion that extremely happy. He is a true pleasure to not only have in class but also out on the dodge ball court at recess and lunch or even in the halls of school. He always asks me how my day is going, and his compassion seems so unique to me.

I look forward to continuing to get to know Sam and your family, and I know that with all of us working together he will be successful in science and geography,

Until we speak again,

Mary