

# Working with Parents as Partners

## How Am I Doing?

Mark each item: **W** for Working Well, **G** for Goal for the Month, or **N** for Not Yet

- I demonstrate that I consider family members partners in their child's education rather than as subordinates to be directed by me.
- I provide opportunities for families, even those who might not have been active in the school in the past, to feel welcome as participants in the classroom and school communities.
- I do not rush to judgement about the parenting skills of my students' families.
- I am purposeful about using families as sources of information about students' educational, linguistic, and social backgrounds.
- I consistently keep parents informed about the instructional program and the learning experiences I plan for their children through a website, newsletters, and/or evening academic events that feature student work and expected standards.
- I work to develop an understanding of the racial, cultural, linguistic, and socioeconomic backgrounds of my students and use personal practical experience and research to respond respectfully to those differences.
- I am readily available for conferences with parents and my behavior indicates that I consider such interactions an important part of my job.
- I plan conferences with an end in mind and I ensure that parents know the outcomes and agenda in advance.
- I seek out parents and make parents feel comfortable contacting me and interacting with me as a partner in their child's education.
- I contact parents with good news as often as I contact parents with bad news.
- I contact parents in a timely manner whenever there is a change in their child's behavior.
- I use discretion in handling confidential information and difficult situations.
- I ensure that supportable facts, rather than rumors or insinuations, are discussion points in conversations and conferences.
- I use clear, concise, and grammatically correct language in oral and written communication.
- I use communication skills that demonstrate an awareness of cultural, gender, and generational differences.