How Am I Doing?
Working with Parents as Partners
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.