

CLI engage Family Engagement Strategies: Teacher Checklist

Partnering with Families

- ❑ **Shows respect in communications with families** (e.g., by monitoring body language and tone of voice and addressing parents in respectful terms)
- ❑ **Builds relationships with families by connecting informally** (e.g., relates a positive story via phone call)
- ❑ **Ensures classroom materials and communication with families are inclusive of all families** (e.g., uses images and materials representative of families in the classroom, and includes family photos and celebrations)
- ❑ **Works with families to minimize language, cultural, emotional, and logistical barriers to partnership** (e.g., uses pictures and videos to aid communication; provides translated materials; offers virtual meetings to accommodate parent needs)
- ❑ **Uses a strengths-based approach when partnering with families** (e.g., acknowledges strengths and competence of parents first; involves parents who are good communicators to help disseminate information)

Encouraging Play-Based Learning and Responsive Interactions at Home

- ❑ **Aligns play-based home activities to curriculum and instructional plans** (e.g., selects home activities that reinforce concepts and skills practiced in class and incorporates activities into lesson plans)
- ❑ **Uses data to select individualized play-based home activities to share with families** (e.g., selects activities that support skills below benchmark)
- ❑ **Engages in conversations with families about the importance of play-based learning, responsiveness, and language facilitation** (e.g., the benefits of play-based learning versus drill exercises)
- ❑ **Promotes responsiveness by providing families with guidance to adjust home activities based on children's signals** (e.g., simplify or challenge the activity, or discontinue the activity if frustrating for child)
- ❑ **Solicits feedback from families about play-based home activities and responds to feedback with additional support if needed** (e.g., helps families troubleshoot if activities aren't successful)

Promoting Two-Way Conversations with Families to Individualize Student Support

- ❑ **Uses family observations to inform conversations about their child's development** (e.g., uses Family Observation Forms in parent-teacher conferences)
- ❑ **Uses family observations to inform instruction and individualize support to students** (e.g., targets skill development by combining insight from Family Observation Forms with other sources of data)
- ❑ **Supports flexible conferencing to meet family needs** (e.g., offers video conference or multiple scheduling opportunities)
- ❑ **Describes student progress in family-friendly ways** (e.g., presents data without using educational jargon)
- ❑ **Provides family-friendly explanation of why early skills are important for later success** (e.g., explains how phonological awareness contributes to later reading skills)
- ❑ **Partners with families to set clear goals and create action plans for supporting children at school and at home** (e.g., creates an action plan with aligned school and home activities to support skills below benchmark)

Hosting Family Events to Support Children's Development

- ❑ **Engages families in playfull events to build understanding of key developmental or academic skills or concepts** (e.g., events are content-focused and in alignment with age-related learning goals)
- ❑ **Models and explains activities using family-friendly language and materials** (e.g., uses visuals and simple instructions)
- ❑ **Builds engagement and understanding by moving around the room offering guidance and support to families** (e.g., assists families who appear unengaged)
- ❑ **Provides families with ideas or resources that extend family event content to the home** (e.g., ends event by modeling a home extension activity)

RELATED CLI ENGAGE TOOLS

- CIRCLE ACTIVITY COLLECTION: FAMILY

- CIRCLE PROGRESS MONITORING PARENT REPORTS
- FAMILY OBSERVATION FORMS

- TEACHING TOGETHER FAMILY WORKSHOPS
- CIRCLE ACTIVITY COLLECTION: FAMILY