

## DOMAIN ONE:

### Collaboration, Pillar HLP



## HLP 3: Collaborate with families to support student learning and secure needed services.

### Collaborate with families to support student learning and secure needed services: Categories of Work

#### Promote Positive Interactions Between Educators & Families

- Communicate with families openly and honestly in a way that is comfortable and culturally appropriate for both parties.
- Demonstrate a high level of knowledge in the area they are working, continue to learn and grow as professionals, and communicate high expectations for students and families.
- Treat families with dignity, honor cultural diversity, and affirm strengths.
- Be available to families, consistent in engagement, and consider effectiveness over minimum expectations.
- Recognize the strengths of every member of the team, share power with families, and focus on working together with families.
- Reliably act in the best interest of the student and develop a shared vision and action steps with families.

#### Use Effective Practices for Communicating with Families

- Communicate in a language and format accessible to the family.
- Use cultural inclusive face-to-face interactions in planned, formal, and informal meetings (e.g., open house, community/school events, IEP meetings) to communicate with families.
- Use culturally and linguistically inclusive written and digital communication to share formal and informal information about school activities, parent and student rights and responsibilities, and student educational progress.
- Make phone calls to families as needed to build on students' strengths and discuss supports or resources.
- Share information and/or resources with families via course management systems, school websites, and classroom webpages/ blogs.

### Collaborate with families to support student learning and secure needed services: Categories of Work

#### Promote Positive Interactions Between Educators & Families

**Introduce** – Show exemplar video of a teacher sharing power with family member(s); discuss effects

**Prepare** – Simulate meeting with parents in small group; provide positive and constructive feedback

**Enact** – Observe or video record teacher candidate participating in and communicating during a meeting with parents; reflect on the presence or absence of culturally inclusive practices with candidate.

**Analyze** – Read exemplar and non-exemplar transcripts of meetings with parents; analyze and note strengths and areas for improvement.

#### Use Effective Practices for Communicating with Families

**Introduce** – Provide explicit instruction on the importance of effective culturally and linguistically inclusive communication with parent and families.

**Prepare** – Ask candidates to write example newsletters, invitations, and assignment descriptions for parents and families; provide feedback.

**Enact** – Assign candidates to attend a meeting, school event, etc., and engage with parents and families specifically to learn about family and student strengths and assets; reflect on conversations.

**Analyze** – Share examples and non-examples of culturally and linguistically inclusive written communications with candidates; analyze in small groups and share out findings.

#### Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What strategies can you use to ensure families feel respected and valued by the school team?
- How will you ensure that these strategies are culturally and linguistically inclusive?
- How does HLP 3 connect to the IEP and IEP process?
- Why is communicating with families for a variety of purposes, and not just for formal reasons, important?
- How will you decide the best methods and frequency for communicating with families?