

## **Standard II** **Element D**

### **LEVEL 3 PRACTICES**

#### **THE TEACHER:**

#### **5 *Facilitates communication between families and/or colleagues who provide student services.***

For the majority of families and/or significant adults, the classroom teacher represents the student’s school. Therefore, it is important that the teacher works with colleagues within the school and/or district who are involved in supporting a student’s education to ensure families and/or significant adults receive timely communication concerning the student’s progress. By coordinating this information, the teacher can help to ensure families do not receive conflicting information that can be confusing or lead to lack of trust in the school team.

The teacher may also act as an advocate for the student by informing families and/or significant adults of services available to students and their families. This may include providing contact information, supporting families and or significant adults in completing necessary forms, providing translations when needed, and scheduling and attending meetings with student service personnel. By coordinating the flow of information between families (and/or significant adults) and colleagues who provide student services, the teacher can help ensure a student’s emotional, social, and intellectual needs are being addressed, as well as the needs of the families and/or significant adults that can impact a student’s education.

#### **Other Professionals Who Work With Students**

Within the school community, there may be a variety of adults that work with students to support their emotional, social, and academic growth. Therefore, it is important that information related to the service each adult provides is communicated in a coordinated and timely manner, so support can be systematic and specific to each student’s needs.

These professionals may include:

<b>Student Support Services</b>	<b>Teachers</b>
School physical and occupational therapists	Special education teachers
School speech language pathologists	Gifted and talented teachers
School orientation and mobility specialists	Second-language teachers
School psychologists	Specialists, such as music, art, band, chorus, and physical education teachers
School audiologists	Interventionists
School nurses	Instructional coaches
School social workers	Content area specialists
School guidance counselors	

#### **6 *Recognizes obstacles to family and community participation and seeks solutions to overcome them.***

Most teachers make an effort to communicate with families on a regular basis. Forms of communication may include: website, emails, text, messaging, phone calls or notes home. Given the fact that many families do not respond to these communications, teachers need to recognize these communication obstacles and respond by:

- Attempting to connect with parents in an alternate way. Ex: send a note home to families without

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



**COLORADO**  
Department of Education

Internet.

- Make personal contact with parents at functions, evening events or activities hosted by the school.
- Actively seek the attendance of
- Know your students and the obstacles that may be disrupting communication: single parents, fathers, English is a second language, working couples.
- Plans to meet with families at times most convenient for the family.

*Refer to this external resource for additional information:*

- Article: "Supporting Parent, Family, and Community Involvement in Your School." by Deborah Davis [http://www.pacer.org/mpc/pdf/titlepip/SupportingInvolvement\\_article.pdf](http://www.pacer.org/mpc/pdf/titlepip/SupportingInvolvement_article.pdf)

Article examines the impact of family communication on student achievement.

### *Planning/Coaching Questions*

- How do you best create a classroom environment that is inviting to students' families and/or significant adults?
- How do you ensure that the relationships you have with students, families, and/or significant adults are respectful?
- What methods have you used to communicate with families and/or significant adults?
- How do you coordinate the flow of information between students' families and/or significant adults and other colleagues who provide student services?
- How do you ensure families and/or significant adults are aware of services available to students and their families?
- How do you recognize and seek solutions to obstacles to family and community participation?

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)