



FLAMBOYAN
FOUNDATION



ACADEMIC PARTNERING TOOLKIT

For Teachers

INTRODUCTION

Academic partnership between educators and families has been a staple of supporting students' success for decades. It takes many forms: parent-teacher conferences, APTT or Academic Parent-Teacher Team and student-led conferences. Whatever the format, the time families and educators spend discussing and collaborating for their students is an opportunity that can strengthen student learning inside and outside the classroom. In this toolkit, teachers will find practices, tips, and tools to make the most out of academic partnering with families.

Educators are the experts on curriculum and pedagogy, and families are the experts on their children, from the earliest years to and through adulthood. At the Flamboyant Foundation, we have seen – and research shows – that families play [Five Essential Roles](#) in their children's education.

- Communicate high expectations for their student;
- Support their student's learning at home;
- Monitor their student's progress;
- Guide their student's education; and
- Advocate for their student's needs.



It is the teacher's responsibility to ensure families have the resources and information they need to play each of these roles, and academic partnering is a way to do just that.

How to Use this Toolkit

Making academic partnering meaningful for families, students, and teachers requires:

Excellent and Equitable Attendance | If families don't attend meetings, then the conversations can't happen. It's essential for teachers to make sure that all families have the opportunity to partner academically with their student's teacher or go-to person.

Meaningful Content + Delivery | Families and teachers want conferences to be a valuable use of time. Putting thought and energy into preparing for the conference ensures that everyone leaves feeling clear and confident on how to support the student.

Consistent, Two-way Communication | While the majority of this guide focuses on stand-alone meetings, academic partnering is really a way of being. Consistent, two-way communication makes partnership possible.

So that you are successful with each component, Flamboyant offers ideas to implement before, during, and after your academic partnering meetings. You will also find examples of the Five Essential Roles in Action and templates that you can use to immediately support your academic partnering!

Finally, within each component, we share reflection questions as a self-check tool. No matter what academic partnering looks like for you, these strategies help ensure that families walk away with the information and resources they need to play the [Five Essential Roles](#).

Are you a school leader looking for how to support your teachers on academic partnering with families?

As a companion to this toolkit, Flamboyant has created the [Leader's Companion Guide to Academic Partnering](#). In this Companion Guide, leaders will find tools and resources in support of creating the conditions at your school so academic partnership between educators and families can thrive.

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At-a-Glance

The At-a-Glance gives a snapshot of the tasks and considerations you will find further fleshed out in the rest of the document.

Component	Reflection Questions	Teacher Actions
Excellent + Equitable Attendance	☐ What steps am I taking to ensure all families can participate in academic partnering in a way that works for them? ☐ In what ways am I ensuring that students, especially secondary students, play an active role in the meeting?	☐ Schedule ☐ Share power ☐ Remind ☐ Be flexible ☐ Check your assumptions
Meaningful Content + Delivery	☐ What are the most relevant data to share with this family? Is it presented in a way that is accessible? ☐ What activities or resources can I compile or create so the family can support learning at home? ☐ How will I know families are confident about how to support their student at home? ☐ How will I know families and students are clear about goals and next steps? ☐ What will I do to ensure shared power so families feel at ease and able to share their honest thoughts, wonderings, and needs?	☐ Check assumptions ☐ Co-construct the agenda ☐ Prepare data ☐ Gather resources ☐ Secure interpretation and translation as needed ☐ Share power ☐ Practice activities ☐ Set goals + align on next steps ☐ Request feedback
Consistent, Two-Way Communication	☐ When is the next time I will share data with families? ☐ How will I check-in with the family on how the learning strategies shared during the conference are going? ☐ How will I keep track of who I've connected with, what we discussed, and any relevant next steps?	☐ Weekly office hours (in-person or virtual) ☐ Personal emails or text messages ☐ Bi-weekly Zoom or phone calls ☐ Mobile messaging (Remind, Kinvoled, etc.) to share messages that are accessible in different languages

EXCELLENT + EQUITABLE ATTENDANCE

No matter how meaningful your academic partnering meeting may be, families won't get the information and resources they need unless they attend! Being organized and thoughtful about ensuring all families have the opportunity to partner academically with you may seem obvious, but this step is often overlooked.

Consider the following practices to ensure Excellent and Equitable Attendance at your academic partnering meeting:



- **Schedule** | Scheduling time collaboratively – rather than holding open drop-in hours or determining when academic partnering must happen – shows that this is an equal partnership and you respect the family's time. [See example outreach.](#)
- Ask for families' preferred days, times, and modes of meeting (phone, Zoom call, in-person, etc.) and schedule a time that works for everyone. Using technology, such as Doodle or Calendly, can help with scheduling. See below for more [online scheduling tools](#).
- Clearly communicate the purpose of the meeting. This should align with families' ability to play at least one of the [Five Essential Roles](#). For example, the purpose of the meeting could be to make sure families have the information they need to monitor student progress. See the Five Roles in Action throughout the document.
- Ask families if they need materials translated or the session interpreted to ensure information is accessible.
- In secondary school contexts, student attendance matters as well. Communicate the importance of students participating in the conversation.

- **Share power** | From the start, make sure families know they are equal and valued members of the academic partnership!
 - Ask for their input on what the meeting covers. [See example outreach.](#)
 - Ensure initial communication sent to families is translated into their preferred language
 - Provide families with tips on preparing for the meeting such as questions to ask during the session or tips for setting up technology. See example questions below within the [example outreach](#).



Five Roles in Action | Advocate for the Student

When a family has the information and resources they need to advocate for their student, it might look or sound like:

- Discussing developmental concerns with their child's pediatrician
- Requesting a speech evaluation
- Supporting their child to attend a teacher's office hours to discuss a test grade
- Alerting the teacher to concerns about bullying or guiding their child in communicating needs to teachers
- Ensuring their child knows how to ask for support or supplemental learning materials when needed (e.g. tutoring)

Many of the above will be largely unseen by teachers — another reason to always challenge our implicit biases and operate with asset-based thinking!

- **Remind** | Be creative and helpful in the way you remind families about upcoming academic partnering meetings. Send meeting reminders one-week, one day, and 15-minutes prior to the meeting. In secondary school contexts, include the student in the reminder process and consider incentivizing the support with things like extra credit.

- ☐ **Be flexible** | Even when you've taken all of the above steps, plans may change. Ensure that extra time is scheduled between your meetings to provide time for unanticipated delays or interruptions. Be flexible and keep the goal in mind: that families have the information and resources they need to play the [Five Essential Roles](#).
 - If the meeting was originally scheduled to be in-person, offer to meet virtually instead.
 - If the meeting was whole-group, such as APTT, record the session and share it with families who were unable to attend. Follow-up for a 1:1 meeting to discuss what was covered.
- ☐ **Check your assumptions** | If a family does not show or needs to reschedule, it can feel disappointing. Check your assumptions and operate with asset-based beliefs about families. This will continue to build trust with the family.
 - If a family doesn't attend, the first thing you should ask is something along the lines of, "Are you okay?" Families – and teachers! – are juggling a lot, and it is essential to connect about our personal well-being first and foremost.
 - Use the [Challenging Assumptions Reflection Tool](#) to examine and interrupt implicit bias.

Ask yourself:

- ☐ What steps am I taking to ensure all families can participate in academic partnering in a way that works for them?
- ☐ In what ways am I ensuring that students, especially secondary students, play an active role in the meeting?

A. Online Scheduling Tool

- ✓ [Doodle](#)
- ✓ [Calendly](#)
- ✓ [Sign-up Genius](#)
- ✓ [TypeForm](#)
- ✓ [Google Docs](#)

Remember, the goal is that ALL families are able to attend an academic partnering meeting. If families are not tech-savvy or don't have access to tech, you can still use these scheduling options to organize dates and times for yourself, but get input from families in more traditional ways like notes home, phone calls, or texts.

B. Example Outreach

Modify the below outreach to meet your needs! Consider things like home language, in-person or virtual learning, and the strength of the relationship when deciding how to schedule academic partnering meetings and gather information to co-construct the agenda.

———— **First outreach, sent a few weeks before the conference date(s)** ————

Dear Family,
In two weeks, we will come together for a Goal Setting Conference. During this time, we will talk about your student’s progress so far this year. We will set goals, and I will share some resources and activities to support learning at home. Conferences will be about 30-minutes long, and we can connect over Zoom or FaceTime.

This form will help me find a time and way of connecting that works for both of us! **Please complete this form by Wednesday, September 30th.** I will confirm your day/time by Friday, October 2nd. Please mark all possible days and times that work for you.

Which time of day can you meet?

	Yes, I can meet!	No, I cannot meet.
Morning, 7am-11am		
Afternoon, 12pm-4pm		
Evening, 5pm-8pm		

Which days of the week can you meet during the week of October 12th?

	Yes, I can meet!	No, I cannot meet.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Do you prefer to meet on Zoom or FaceTime? Put your contact info below to tell me which!

I prefer to meet on Zoom using this email:
I prefer to meet on FaceTime using this phone number:

Thank you! If you have any questions, please reach out to me.

— Second outreach, confirming date/time and asking for input on conference —

Dear Family,

Thank you for completing the Goal Setting Conference scheduling form. Our conference time is scheduled for:

- Date at Time
- We will use Zoom/FaceTime (if Zoom, share link)

I want to make sure our conference is meaningful to you. Please review the following questions for discussion during the meeting.

- How do you keep track of your child's progress?
- What do you think your child does really well in school? How do you know?
- What are some of the ways you have been (or wish you could) support your child's learning at home?
- Where would you like to see your child improve? Why?
- Please write down additional issues or questions you wish to discuss at the conference.

Thank you! I look forward to seeing you and your child next week!

Optional questions for virtual/hybrid learning:

- ✓ What are some strengths you've observed during virtual/hybrid learning?
- ✓ What has helped your child succeed during virtual/hybrid learning? What does that success look like?
- ✓ What motivates your child and keeps him/her engaged?
- ✓ What has been most challenging for your child during virtual/hybrid learning? What does this challenge look like at home?
- ✓ What are one or two shifts or changes to remote instruction that I could make to better meet your child's needs?

C. Challenging Assumptions Reflection Tool

Examining our beliefs about families is a critical component of REAL Family Engagement. When educators operate with asset-based beliefs about families, they are more likely to build successful academic partnerships with families. Conversely, when educators operate with deficit-based beliefs about families', they are more likely to limit communication and information sharing, thus limiting a family's ability to play the Five Essential Roles. The table below is a tool to spark a conversation about how our assumptions can influence our actions. Use it to examine ways in which we can question ourselves or others when biased or negative beliefs about families emerge. The table below can be completed individually as a personal reflection or facilitated in a group setting, such as a team or staff meeting.

*Reflection Stems to Challenge Negative Beliefs About Families

- ☐ Whose voice is missing? Whose voice needs to be heard?
- ☐ What would the family/student say about that? What would ____ say if they heard that/about that?
- ☐ Who is this actually true for and how do you know? Can you identify someone for whom this is not true?
- ☐ How true would this be through ____'s eyes?
- ☐ We have heard your story about [a family, situation, circumstance, etc.]. What do you think their [i.e., the family] story is about [a family, situation, circumstance, etc.]?
- ☐ What does this mean for students' opportunities at your school?
- ☐ How can you think about supporting this student/family differently?
- ☐ Let's say you decide not to address this mindset where it exists? What are the implications of that decision?

Example Negative Beliefs about Families	What assumptions are being made about what it takes or what it looks/sounds like to support a child's learning?	How could this belief potentially impact an educator's actions?	What would you say to yourself/ask yourself (or someone else) if you were challenging this belief?*
Investment is when families attend school events, participate in the PTO, and volunteer to chaperone field trips. If parents aren't doing these things, then they are not invested. "Families aren't invested here."	If we operate from the belief that families aren't invested, we may limit communication and information sharing with families. We might stop trying to engage.	What are some of the invisible investments families might be making in their child's schooling? Who is this true for and how do you know? What would families say about that belief that they are not invested? Would they agree? What reasons might families have for not "showing up" in ways that we, as educators, hope they will?	
"Families here are functionally illiterate, so they can't support distance learning."			
"Families don't have the capacity to support learning at home."			
"Families don't care."			

CONTENT + DELIVERY

Educators are the experts on curriculum and pedagogy, and families are the experts on their children, from the earliest years to and through adulthood. Your academic partnering meeting is a key opportunity to share power with families which will continue to build or sustain the trusting relationship you started with families at the beginning of the year. As you prepare for your academic partnering, consider how the information and resources you share support families to play each of the [Five Essential Roles](#). How you deliver the content of your academic partnering meeting can show that you've consider the needs of the family and are dedicated to growing a meaningful partnership in service of their student.

☐ Check assumptions |

Reflect on what information is accurate and what you might be assuming. Use the [Challenging Assumptions Reflection Tool](#) to interrupt implicit biases and deficit mindsets.

☐ Co-construct the agenda |

You should go into every conference with a plan for what you want to share and ask. It builds trust with families when they see the intention and thoughtfulness you've put into your time together. The agenda should include the input you gathered from families while scheduling the meeting. See the [example agenda](#) below. Once the agenda is drafted, share it with families and include resources — such as question stems — to help them feel ready to engage in the conversation.



Five Roles in Action | Support Students' Learning at Home

When a family has the information and resources they need to support students learning at home, it might look or sound like:

- Reading books before bed
- Sharing school resources with their secondary-level student
- Supporting their child to attend a teacher's office hours to discuss a test grade
- Inquiring what their child needs to feel supported with learning at home
- Posting sight words on the bathroom mirror
- Setting up a home environment conducive to hybrid/online learning

Many of the above will be largely unseen by teachers — another reason to always challenge our implicit biases and operate with asset-based thinking!

- **Prepare data** | Sharing student data is a hallmark of academic partnering. Make sure the data are:

- Easy to explain and understand, e.g. using visuals such as charts and graphs;
- Relevant to and illustrative of the skills the student needs to focus on right now; and
- Highlighting examples of successes.



Remember that data can – and should! — include socio-emotional benchmarks and can be quantitative and/or qualitative.

- **Gather resources** | Academic partnering meetings are opportunities to share relevant resources with families. While sometimes ideas come on the fly, you should also prepare which resources you want to share in advance of the meeting. Consider the following when pulling resources:

- *Bite-sized*: This isn't the time to share a dozen activities with a family! Decide on the one or two most relevant resources you want a family to take with them, and start there. Be mindful not only with the number of resources you share, but also of making sure families can reasonably incorporate the resources into their lives at home.
- *Familiar*: Share resources that you and/or your students have used prior to the meeting. This will ensure you are able to answer questions or provide support, if needed.
- *Think outside the box*: Resources can be flash cards or games. They also can be apps, YouTube videos, or question stems. Get creative and make it fun!
- *Socio-emotional and academic*: It may be easy to think of at-home activities you want students doing to support academic goals, but that's not the only important topic to cover in an academic partnering meeting! Use your time to share age-appropriate resources relevant to the socio-emotional growth of students as well. For example, families with older students may benefit from resources about study habits and organization.



Five Roles in Action | Monitor Students' Progress

When a family has the information and resources they need to monitor student's progress, it might look or sound like:

- Checking the online gradebook and/or ensuring their child knows how to check the gradebook on their own, regularly
- Keeping track of assignments via online platforms like Google Classroom, Class Dojo, or Clever
- Assessing their child's comprehension after watching a movie or doing an activity as a family
- Reviewing homework or asking the student to explain an assignment
- Quizzing the student on flash cards

Many of the above will be largely unseen by teachers — another reason to always challenge our implicit biases and operate with asset-based thinking!

- ☐ **Secure interpretation and translation as needed** | Ensure ample time to secure translation and interpretation support/services. For example, submit materials like data and activities for translation, secure interpreters for the meeting, provide interpreters with a guide of expectations, and have a plan for responding to things you do not know or are best explained by someone else. Ensure families are provided with information on how to access interpretation supports and translated materials (e.g. Zoom Interpret, Google Translate or Teams closed captioning translation).
- ☐ **Share power** | Be cognizant of the power dynamics that typically arise during engagements like parent-teacher conferences, and make moves to share power throughout the conversation through:
 - Leading with the question, "What do you hope to get out of this conversation?"
 - Avoiding educational jargon and acronyms such as PARCC, RTI, DRA, Common Core, etc.
 - Asking the family if they have additions or changes to the agenda
 - Starting and ending on time
 - Saving time for questions
 - If using interpretation, making eye contact with the family when speaking, not the interpreter

- **Practice** | If you're sharing an activity or game, take time to practice it with families (and the student, if they are present!). Examples include sharing your screen in real time to show a family how to log into the online platform to check grades, playing the at-home math game you've printed, or reviewing questions families can ask their students after reading to assess comprehension.
- **Set goals + align on next steps** | Co-constructing goals during an academic partnering meeting is a powerful way to make sure everyone is on the same page and to provide a basis for continued communication between families and teachers. Before ending the meeting, make sure everyone feels clear on their next steps to support the student. In secondary meetings, the student should also set a goal for themselves.



Five Roles in Action | Communicate High Expectations

When a family has the information and resources they need to communicate high expectations, it might look or sound like:

- Posting their child's work on the fridge
- Asking their child what they want to be when they grow up or what their college and careers goals are after high school
- Asking their child to share how their learning is helping them progress towards their postsecondary goals
- Telling their child how important school and learning is to them
- Referencing the goals set during the recent Parent-Teacher Conference
- Celebrating successes when students meet and exceed expectations
- Providing specific praise and feedback on both academic and social/emotional successes such as "I heard you ask for help when you didn't understand a topic during your math lesson on Zoom today — that was a great way to advocate for your own learning!" or "I noticed you re-read your essay before submitting it to your English teacher. Awesome attention to detail!"

Many of the above will be largely unseen by teachers — another reason to always challenge our implicit biases and operate with asset-based thinking!

- ☐ **Request feedback |** Immediately or as soon as possible after the academic partnering meeting, ask families for feedback on how it went. This could be a few simple rating questions on a half sheet of paper or open-ended prompts completed on a Google Form. However you do it, design the feedback to get a sense of what you should continue to do or do differently next time to support families in academic partnering. See [example feedback form](#) below.

Ask yourself:

- ☐ What are the most relevant data to share with this family? Is it presented in a way that is accessible?
- ☐ What activities or resources can I compile or create so the family can support learning at home?
- ☐ How will I know families are confident about how to support their student at home?
- ☐ How will I know families and students are clear about goals and next steps?
- ☐ What will I do to ensure shared power so families feel at ease and able to share their honest thoughts, wonderings, and needs?



A. Example Agenda + Planning Tool

Agenda Item + Objectives	Teacher Actions	Notes
Welcome Families understand the goals of the conference and feel valued as an expert on their child. Evidence ☐ In oral or written feedback, family can explain what the point of the conference was. ☐ The conference covers anything family indicated was important to discuss. ☐ In oral or written feedback, family says they felt valued and listened to.	☐ Welcomes family and thanks them for coming ☐ Frames the purpose of the meeting ☐ Emphasizes the importance of family-teacher-student partnership ☐ Explains the goal of the meeting and the agenda ☐ Asks family, "What do you hope to get out of this conversation?"	
Share Data: Student Strength Families are proud of their student's performance and can communicate pride and high expectations for continued excellence to their child. Evidence ☐ Family explains skills that the student is excelling at and cite specific examples of their good work.	☐ Clearly describes student area of strength ☐ Explains the data that support why this is an area of strength	
Share Data: Student Area for Growth Families know where their child is struggling and how they can help support improvements in student performance and hold them accountable. Evidence ☐ Family explain skills that their student is struggling in and cite specific data points. ☐ Family asks questions about student data or confirms understanding by clarifying, expanding on, or restating information. ☐ Family shares insight on how the teacher can better support student in class. ☐ Family is able to communicate where to go to monitor student data and academic progress.	☐ Clearly describes student area of growth ☐ Explains the data that support why this is an area of growth ☐ Checks for understanding about area(s) of growth and invites families to ask questions ☐ Emphasizes that scores are not a sign of intelligence and all students learn at different paces ☐ Reassures family that instruction will be tailored to meet individual student needs ☐ Provides time to review and process student's data ☐ Asks for input on how teacher can better support student on skill in class	

Agenda Item + Objectives	Teacher Actions	Notes
Strategy/Activity Families have a concrete strategy that they can confidently use with their child to support learning at home. Evidence ☐ Family can explain the learning activity and strategy. ☐ Family demonstrates confidence to do learning activity at home through live practice or other checks for understanding. ☐ Family asks questions about learning by expanding on or restating information. ☐ Family shares feedback on activity and ideas for modifications at home. ☐ Family is able to connect data to concrete strategies to support learning at home.	☐ Models the learning activity for family and shares how often to do the activity at home ☐ Checks for family's understanding of activity by providing time to practice and/or asking questions ☐ Shares how the student will continue to support learning in the classroom ☐ Asks for feedback on activity, ideas for modifications, lessons learned from previous conferences	
Goal Setting Families and teacher set an ambitious, feasible goal that they are excited about. Evidence ☐ Family, student, and teacher discuss goal and set it together. ☐ Family has a record of student goal to take home. ☐ In written or oral feedback, family and student communicates investment in reaching the goal. ☐ For second or third AP meeting, student and family share updates on goal set during prior meeting.	☐ Shares class end of year goal and class interim goal (by next meeting) for area of growth ☐ Motivates family to set ambitious but feasible goal by reminding them of the family-teacher partnership, classroom practice, and the strategy for home ☐ Records goals families and student sets for student, so both family and teacher have a record of the goal ☐ For second or third AP meeting, reviews previous goals and discuss progress and challenges, if any	
Questions and Conclusion Families leave the meeting feeling confident about next steps and their capacity to support their student at home. Evidence ☐ Family can ask any lingering questions. ☐ Family lists their next steps, as well next steps for teacher and student. ☐ Family knows concrete time and way that they and teacher will follow up.	☐ Concludes the meeting by summarizing key points and allotting time for family's feedback and suggestions ☐ Concludes meeting by thanking family for coming and provides timeline for mid-point check-in, as well as the dates of future conferences ☐ Confirms the best way to communicate with families following the meeting ☐ Provides an exit ticket so families can give feedback	

B. Feedback Form

Student Name: _____

Nombre del estudiante

Teacher: _____

Maestra/o

Please circle a response. (Por favor escoja la respuesta apropiada)

1. This meeting helped me better understand the grade-level academic expectations for my child.
Esta reunión me ayudó a entender más las expectativas académicas del curso para mi hijo/a.

Strongly Disagree
Muy en Desacuerdo

Somewhat Disagree
Algo en Desacuerdo

Somewhat Agree
Algo en Acuerdo

Strongly Agree
Muy de Acuerdo

2. This meeting made me feel more confident doing academic activities at home that support my child's learning.
Esta reunión me dio más confianza para poder cumplir en casa las actividades académicas que apoyarán el aprendizaje de mi hijo/a.

Strongly Disagree
Muy en Desacuerdo

Somewhat Disagree
Algo en Desacuerdo

Somewhat Agree
Algo en Acuerdo

Strongly Agree
Muy de Acuerdo

3. This meeting helped me to better set goals and monitor my child's progress.
Esta reunión me ayudó a establecer metas y seguir el progreso de my hijo/a.

Strongly Disagree
Muy en Desacuerdo

Somewhat Disagree
Algo en Desacuerdo

Somewhat Agree
Algo en Acuerdo

Strongly Agree
Muy de Acuerdo

4. This meeting made me feel more motivated to be involved in my child's academic learning.
Esta reunión me motivó a estar más involucrado/a con el aprendizaje de mi hijo/a.

Strongly Disagree
Muy en Desacuerdo

Somewhat Disagree
Algo en Desacuerdo

Somewhat Agree
Algo en Acuerdo

Strongly Agree
Muy de Acuerdo

5. This meeting gave me tools to support learning at home for my child.
Esta reunión me dio las herramientas para apoyar el aprendizaje de mi hijo en casa.

Strongly Disagree
Muy en Desacuerdo

Somewhat Disagree
Algo en Desacuerdo

Somewhat Agree
Algo en Acuerdo

Strongly Agree
Muy de Acuerdo

6. What I liked most about this meeting is...
Lo que me gustó más de esta reunión es...

7. What I would change about this meeting is...
Lo que yo cambiaría de esta reunión es...

CONSISTENT, TWO-WAY COMMUNICATION

Families feel most valued and a true sense of partnership when communication is consistent, proactive, individualized, student-centered, and timely. When two-way communication is strong, families are best equipped to play the Five Roles. Staying connected is key! Some ways to do so:

- Weekly office hours (in-person or virtual)
- Personal emails or text messages. Families especially love getting photos!
- Bi-weekly Zoom or phone calls
- Mobile messaging (e.g. Remind, Kinvolved, etc.) to share messages that are accessible in different languages



Five Roles in Action | Guide the Student's Education

When a family has the information and resources they need to guide their student's education, it might look or sound like:

- Finding books of their child's interest at the library or directing them to resources
- Enrolling their child in after-school activities or summer camps aligned to their interests
- Inquiring if their child has joined enrichment activities (clubs, tutoring, etc.)
- Visiting a museum that highlights the child's interests
- Helping their child find the right high school or college that will support their interests
- Helping their child select courses that align with their postsecondary goals

Many of the above will be largely unseen by teachers — another reason to always challenge our implicit biases and operate with asset-based thinking!

Using a tool like the [Ongoing Communications Tracking Tool](#) allows you to reflect on the goal for your communications with families and how frequently you've connected with them. For more ideas about following up after academic partnering, check out Flamboyant's [Academic Partnering Follow-up Toolkit](#).

Ask yourself:

- ☐ When is the next time I'll share data with families?
- ☐ How will I check-in with the family on how the learning strategies shared during the conference are going?
- ☐ How will I keep track of who I've connected with, what we discussed, and any relevant next steps?



CLOSING

Academic partnering is just that – teachers working in partnership with families for the academic and socio-emotional success of students. No matter the form or time of year, consider the actions you are taking to ensure all families are able to:

- ✓ Communicate high expectations for their student;
- ✓ Support their student's learning at home;
- ✓ Monitor their student's progress;
- ✓ Guide their student's education; and
- ✓ Advocate for their student's needs.



When family engagement gets **REAL**, educators and families become true allies in educational excellence, schools foster a sense of belonging for everyone, and students succeed in school and beyond. As the year progresses, continue to look to Flamboyant Foundation to support you in your REAL Family Engagement efforts.

What did you think of the Academic Partnering Toolkit for Teachers?
Take our survey!



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Questions? Reach us at Product@FlamboyantFoundation.org