











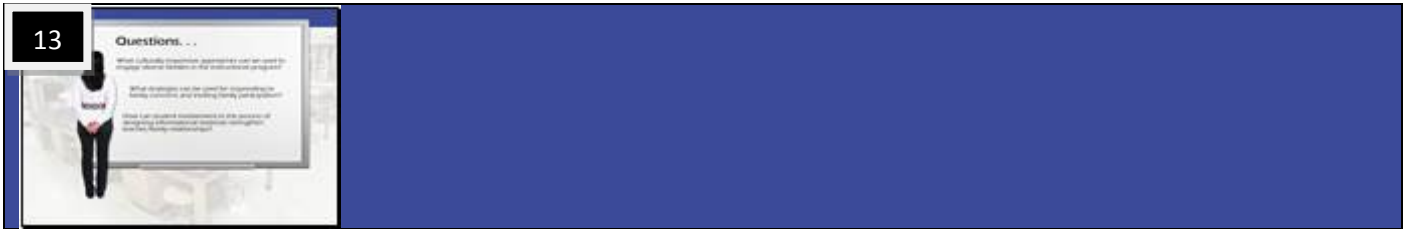


Communicating With Families– Video Script Handout

			
<p>Communicating With Families</p>	<p>Miss Albertsen has been teaching science for over a decade.</p> <p>She communicates with the families of her students as often as she can, using email, hand-written notes, phone calls, flyers, and the school website. It doesn't seem to be enough.</p> <p>Let's review some of her common family communication experiences.</p>	<p>Miss Albertsen is on the phone with Joey Thompson's mother. Mrs. Thompson is angry.</p> <p>"My son didn't get a chance to enter the science fair. Why wasn't I told about it? I would have made sure he entered."</p>	<p>Miss Albertsen replies:</p> <p>"I sent home a flyer about the science fair more than a month ago. Didn't you get it?"</p> <p>Mrs. Thompson says:</p> <p>"Of course not. Kids can't be trusted to deliver papers from their teacher. He probably lost it. Next time you should call the families to let them know."</p>
			
<p>Mrs. Thompson thinks to herself:</p> <p>"What am I going to do? I won't have time to call every family for every event."</p>	<p>Miss Albertsen received an email from Stephanie Marco's Uncle Edward. Mr. Marco is Stephanie's guardian. Here's what it said:</p>	<p>"Miss Albertsen, I received the mid-term report for Stephanie and was very surprised to see that she currently has a C grade average. I thought she was doing great. Every paper she showed me was an A, so could you help me understand what happened here? Thank you, Edward Marco"</p> <p>Miss Albertsen thinks to herself: "I know Stephanie had some grades that were A's, but also several C's and D's. What should I tell Mr. Marco?"</p>	<p>Miss Albertsen writes:</p> <p>"Dear Mr. Marco, Thank you for your email. Stephanie did have many A grades so far this semester. However, she had so many C's and D's that her overall average is a C. Best regards, Miss Albertsen"</p>

			
<p>Mr. Marco replies:</p> <p>"Miss Albertsen, This simply won't do. I can't find out that she's struggling when we're so far into the marking period. I need to know as it happens."</p> <p>"Going forward, please scan and email me copies of each of her assignments before you give them back to her. That way we can be sure I'm informed of her progress on a more timely basis. -- Edward Marco"</p> <p>Miss Albertsen thinks to herself:</p> <p>"I just won't have the time to scan every paper – even for just one student. How can I be sure that every graded paper gets home to the families?"</p>	<p>Miss Albertsen is in a family conference with Charlie Park's grandparents, who are Charlie's legal guardians.</p>	<p>Miss Albertsen begins:</p> <p>"Mr. and Mrs. Park, thanks for coming in to speak with me! I wanted to discuss some options for helping Charlie concentrate better in school."</p> <p>Mr. Park says:</p> <p>"What are you talking about? He seems fine to me."</p>	<p>"I've noticed that he sometimes doesn't finish his work. I think it may be related to the amount of talking he does with his friends and how often I find him looking out the window instead of at his work."</p> <p>"Yeah, well, he's a boy. That's what they do. Can't you just tell him to get back to work?"</p> <p>"I'm concerned that Charlie's level of distraction may prevent him from doing his best. He's very bright, but doesn't apply himself."</p> <p>Mr. Park is angry.</p> <p>"I know what you want. We're not putting him on medicine! Drugging kids is not the answer. You're the teacher, figure it out!"</p> <p>"Mr. Park, many students have benefited from counseling or speaking with a family doctor to find what is causing the lack of concentration."</p> <p>"I said no!"</p> <p>The Parks stormed out of the classroom.</p>

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Now that we have seen several common communication situations, how would you answer these questions?

What culturally responsive approaches can be used to engage diverse families in the instructional program?

What strategies can be used for responding to family concerns and inviting family participation?

How can student involvement in the process of designing informational materials strengthen teacher/family relationships?