



Anticipation Guide: Lesson 5 – Building Positive Partnerships With Parents and Students

Directions: Before viewing the video and doing the readings write your best answer based on your current information in the “before” section. After completing the module, use the “after” column to change or add any new information to your original answers. Part of our our live discussions will be sharing your new insights.

Question	Before	After
What is the purpose of creating a student watch list?		
Name three ways to make students feel like the teacher and class knows who they are and has respect for them.		
What is it about Appreciative Inquiry interviews that helps you know the whole child?		
Name three ways to build relationships and communicate with parents without overwhelming them with information (and emails).		
What are your strongest communication skills and which skill needs improvement?		

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Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries*.
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Video 1: Seeing The Whole Child	Video: Questions or reflections
1. 2. 3.	
Reading 1: Preparing for the Student Interview pp. 48 - 49	Reading 1: Questions or reflections
1. 2. 3.	
Reading 2: Preparing for the Parent Interview pp 52 - 54	Reading 2: Questions or reflections
1. 2. 3.	

Student Interview	Interviewer:	Student:	Date	Form D
Purpose	Get to know the student's strengths and thoughts			
Connect: Tell me something you've done that you are very proud of.				
Story: Think of a time when you had to do something very hard, and you were successful. What is special about you that helped you do that?				
Reflect: What things do teachers do that make it easier for you learn?				
Imagine: If you got the best student award this year what would it be? (Reference a strength chart here and identify existing strengths and which skill to improve)	Strengths the student identifies from the chart	What they want to get better at		
Design: What could we do together to make the award happen?	What would you like me to do to support you?	What would you like your parents to do to help?	What could you do?	
Commit: What will we both do to start this plan? Small step. When should we meet again?	Tomorrow the teacher will		Tomorrow I will	

Parent Interview Date:	Parent's Names:	Student:	Grade:	Form E
Purpose	To get to know the student better through the parent's eyes.			
Connect: Tell me something your child accomplished that you are very proud of. What strengths made that happen?				
Story: Think of a time when your child was frustrated but worked through it.				
Support: What are things you currently do to support learning & positive behavior for your child? What actions cause frustration?				
Imagine: If this were the best school year ever, what strengths are in place and what one change would make that happen for your child? Would your child agree with this?	Strengths in place (Use appropriate strength chart)		What skill would you select to work on?	
Design: What things can we do together to make that kind of school year happen for your child?	What the parent could do	What the teacher could do	What the child could do	
Commit: What small step can we start with tomorrow?				
Communicate: What would be the best way for us to stay on the same page? When can we talk again?				

Key Points for Good Conversations



Good Conversation Criteria	I need to improve	I sometimes do this well	I am typically good at this	I do this intentionally and consistently
Be present, don't multi-task				
Don't insist on your opinion				
Give them room to express themselves. Use open-ended questions.				
Stay relevant. Don't tell give off-task ideas and stories.				
Admit when you don't know.				
Don't equate your experience with theirs.				
Don't repeat yourself.				
Don't go into too much detail.				
Listen to understand				
Be brief. Be prepared to be amazed by what others know.				



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Directions: In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
Our team anticipates student problems and creates a watch list every 9 weeks so student action plans can be put in place as early as possible.	Our team waits until students have serious problems to develop a personalized action plan.	Our team focuses on teaching content. Students with learning and behavior problems are referred to other teams for solutions.	
Our team intentionally embeds ways to help students feel safe, welcome and seen into our lesson plans daily.	We help students feel safe, welcome and seen but my team does not develop specific daily plans for this.	My job is to teach a predetermined content, this does not include behavior or skills from prior grades..	
I listen carefully as parents and students describe their strengths, interests and goals. I use this information to plan and adjust learning opportunities for students.	I sometimes have personal conversations with the most challenging students and their parents when academic and behavior problems arise.	I do not engage my students or their parents in personal conversations.	
I set up two-way communication with parents weekly using a variety of methods (quick messages, voice to voice, helpful videos,...)	I communicate with parents quarterly about strengths and weaknesses but most of the time it is one-way communication.	I keep parents informed about grades, missing assignments and poor behavior by sending a report when there is a problem..	