



EQUITY IN COMMUNICATION REFLECTION TOOL

When educators and families have open lines of communication, students benefit! Oftentimes, full schedules, competing priorities, and even implicit biases can result in families receiving vastly different types of information about their child and their child's learning.

This tool is designed to help you reflect on the equity of your communication with your students' families. The reflection asks you to consider the type of communication each of your students' families receive, and to look for trends and patterns that will help you to ensure that all families:



Receive positive communication about their child

Are invited to build a partnership with you

Know what their child is learning in school

Understand how their child is performing relative to grade-level standards

Have tools, strategies, and resources to support learning at home

DIRECTIONS

Choose one class and write the names or initials of your students on the left side of the sheet. Then, write the names or initials of the students for whom you could respond in the affirmative under each prompt.

Then, cross off any student's name you wrote down three or more times. Circle any student's name you wrote down two times or less. Use the reflection questions on the second page to help you make a plan for communicating with the families of students whose names are circled.



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Student Names:	These students' families would say I've told them something positive about their child in the last month:
	These students' families would say they have a trusting relationship with me:
	These students' families would say they know what their child is currently learning in my class:
	These students' families would say I've communicated a clear picture of how their child is performing in my class:
	These students' families would say I've given them tools and strategies so they can support learning at home:



COMMUNICATION REFLECTION

Trends

What trends did you notice in your reflection? Do you see any patterns based on demographics (ELL, SPED, race, ethnicity, etc.)

Strengths

Based on this reflection, what are you doing really well when it comes to communicating with families?

Priorities

Consider the students whose names are circled. Based on this reflection, what do you want to prioritize in your communication with the families of these students (e.g., sharing data on student performance, making positive outreach, etc.)?

Next Steps

What is one concrete action related to communication with families that you can commit to taking?

What other next steps will you take?

