Family, School, and Community Partnering

Two-Way Communication Checkpoints

**Directions:** This document can be used by educators, family members, and/or community resource to track communication over a school year. It can be seen as a data source for continuously improving communication, solving problems, and providing guidance to future efforts. Data can be used in performance evaluations or team discussions. Please review the two-way communication definitions. Then complete the chart throughout a school year, entering data as they occur.

**Name/Role: Class/Grade:**

**Definitions**

Two-way communication always includes *feedback* from the receiver to the sender and lets the sender know the message has been received accurately. In two-way communication, communication is negotiated. Both sender and receiver listen to each other, gather information and are willing to make changes to work together in harmony. Their intent is to negotiate a mutually satisfactory situation. (Center for Education and Study of Diverse Populations, 2011).

**National Standards for Family-School Partnerships (PTA, 2008), Standard #2 is *Communicating Effectively*:** Families and school staff engage in regular, two-way, meaningful communication about student learning. Goal #1: Does the school keep all families informed about important issues and events and make it easy for families to communicate with teachers?

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| **Partner Name** (Family Member for Every Student, Teacher for Every Student’s Classes, Administrator, Community Resource) | **Preferred Method of Communication and Contact Information** (Phone, Email, Text, Note, Face-to Face, Times Available etc.) | **Initial Introductory Positive Conversation (Can Be Virtual), Beginning of School Year or Course: Date and Content** | **Continued Conversations: Dates and Content, Group and/or Individual;** | **Notes** |
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