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SECOND
EDITION

ENGAGE EVERY FAMILY

FIVE SIMPLE PRINCIPLES

CORWIN

Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Engage Every Family, Second Edition*. This short activity is designed to get you thinking about communication and relationships with families and their effects on student learning.

CORWIN

ACTIVITY

What Role Do Communication and Relationships Play in the Success of Your Students?

This short activity is designed to get you thinking about communication and relationships with families and their effects on student learning. Follow the instructions below.

In the first column of boxes below, list the five highest-performing students that you presently teach or, if you are not presently teaching, the five highest-performing students you have taught at some point in your career. Next to each student's name and in the second set of boxes to the right of the student's name, think about your relationship and communication with their family. Consider the following questions:

- Did the family respond to requests for information?
- Did they call you? Did you call them?
- Did they attend conferences and school activities?
- Did you communicate regularly or as needed?
- Did you feel positive about the relationships you had with the families of these students that you listed?
- Would you consider these families engaged?

These are just a few questions to get you thinking. Jot down any notes or ideas attached to the communication and relationship you have/had with each student's families.

Names of Five Highest-Performing Students	Notes on Communication/Relationships With Families of Those Students
1.	

(Continued)

(Continued)

2.	
3.	
4.	
5.	

On the next chart, start by listing the five lowest-performing students you teach or have taught. Next to each one of those names, use the same process that you used above to determine the communication and relationships you have/had with the families of this set of students.

Names of Five Lowest-Performing Students	Notes on Communication/Relationships With Families of Those Students
1.	
2.	
3.	

(Continued)

4.

5.

Now that you have completed both charts, compare the notes and ideas you have on the communication and relationships with families. Here are a couple of discussion questions to help you reflect:

1. What similarities and differences are there between the interactions with each set of families?
2. If there are differences, why do you think those differences exist?
3. Do you think there is a correlation between the learning outcomes of each set of students and the communication and relationships you had with each of their families?

The key to engaging every family is to believe that every family cares about their children and strongly desires that their children exceed them in their quality of life. An understanding of the disengaged is essential to effectively create systems and processes for effectively and efficiently engaging every family. In Chapter 3, we learned about disengagement and how it occurs. Below are more specific ideas and information about family disengagement with schools.

Charts are available for download at <http://www.drsteveconstantino.com>