

ACADEMIC PARTNERING

BEST PRACTICES

Academic Partnering (AP) creates a collaborative environment where educators and families work together to support student success. It can take on many forms, such as goal-setting parent-teacher conferences, academic parent-teacher teams (APTTs), student-led conferences (SLCs), and informal progress checks throughout the year.

AP meetings should be designed to help families play [the Five Roles](#) in their student's education: 1) communicating high expectations for their student, 2) monitoring their student's performance, 3) supporting learning at home, 4) guiding their student's education, and 5) advocating for their student. **To make your academic partnering meaningful for your families, here are a few things to keep in mind:**



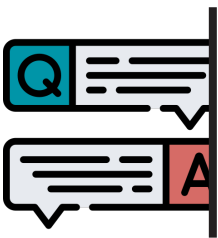
CREATE SHARED OWNERSHIP

- Families (and students where appropriate) should be involved in every step of the process.
- Co-create an agenda, set goals together, and hear the family's perspective on student performance.



SHARE DATA ABOUT STRENGTHS AND AREAS OF GROWTH

- Start with student strengths, including both academic and social-emotional learning, and move to areas for improvement.
- Put student progress in context (grade-level readiness, class averages) and check for family/student understanding.



SHARE STRATEGIES FOR HOME SUPPORT

- Strategies should be related to the target area of growth, and adapted to the needs of the family and student (i.e. translated).
- Practice any activities together to ensure families feel confident implementing them at home.



GO BEYOND THE CONFERENCE

- Consider how and when you'll share data and seek progress updates from families outside of formal conferences.

TO GO DEEPER

- [Communicating with Families Around Academics](#)
- [Preparing for Effective Conferences with Families](#)
- [Academic Partnering Creating Meaningful Experiences with Families](#)

Use the following action items and reflection questions as a guide while preparing for an AP meeting/conference as well as informal AP activities.

THREE WEEKS BEFORE THE CONFERENCE

ACTION	REFLECT
<input type="checkbox"/> Start outreach and scheduling, making sure to ask families how and when they prefer to meet. <input type="checkbox"/> Utilize school/district resources to ensure materials are translated into the family's language of preference.	<p>What steps am I taking to ensure all families can participate in a way that works for them?</p> <p>In what ways am I ensuring that students, especially secondary students, play an active role in the meeting?</p>

ONE WEEK BEFORE THE CONFERENCE

ACTION	REFLECT
<input type="checkbox"/> Follow up with families who haven't scheduled/remind families of their scheduled time. <input type="checkbox"/> Begin organizing content and data to share with families.	<p>What are the most relevant data to share with the family? Is it presented in a way that's accessible?</p> <p>What activities or resources can I compile or create so the family can support learning at home? Are they differentiated/accessible to families?</p>

DURING THE CONFERENCE

ACTION	REFLECT
<input type="checkbox"/> Welcome families and check in with them. <input type="checkbox"/> Review prepared data, highlighting student strengths and growth before identifying areas for improvement. <input type="checkbox"/> Set goals together and share practical, personalized strategies for families to monitor performance and support learning at home.	<p>What are the most relevant data to share with the family? Is it presented in a way that's accessible?</p> <p>What activities or resources can I compile or create so the family can support learning at home? Are they differentiated/accessible to families?</p>

POST-CONFERENCE

ACTION	REFLECT
<input type="checkbox"/> Communicate any unmet needs to the appropriate person at your school (school leaders, counselors, etc.) <input type="checkbox"/> Follow up with families to thank them for participating, reiterate goals, activities, and strategies, and ask families for their feedback. <input type="checkbox"/> Conduct follow-up calls for families who did not schedule/attend	<p>When and how will I next check-in with families? Will I share data, discuss the progress of using learning strategies at home, or both?</p> <p>How will I keep track of who I've connected with, what we discussed, and any relevant next steps?</p>