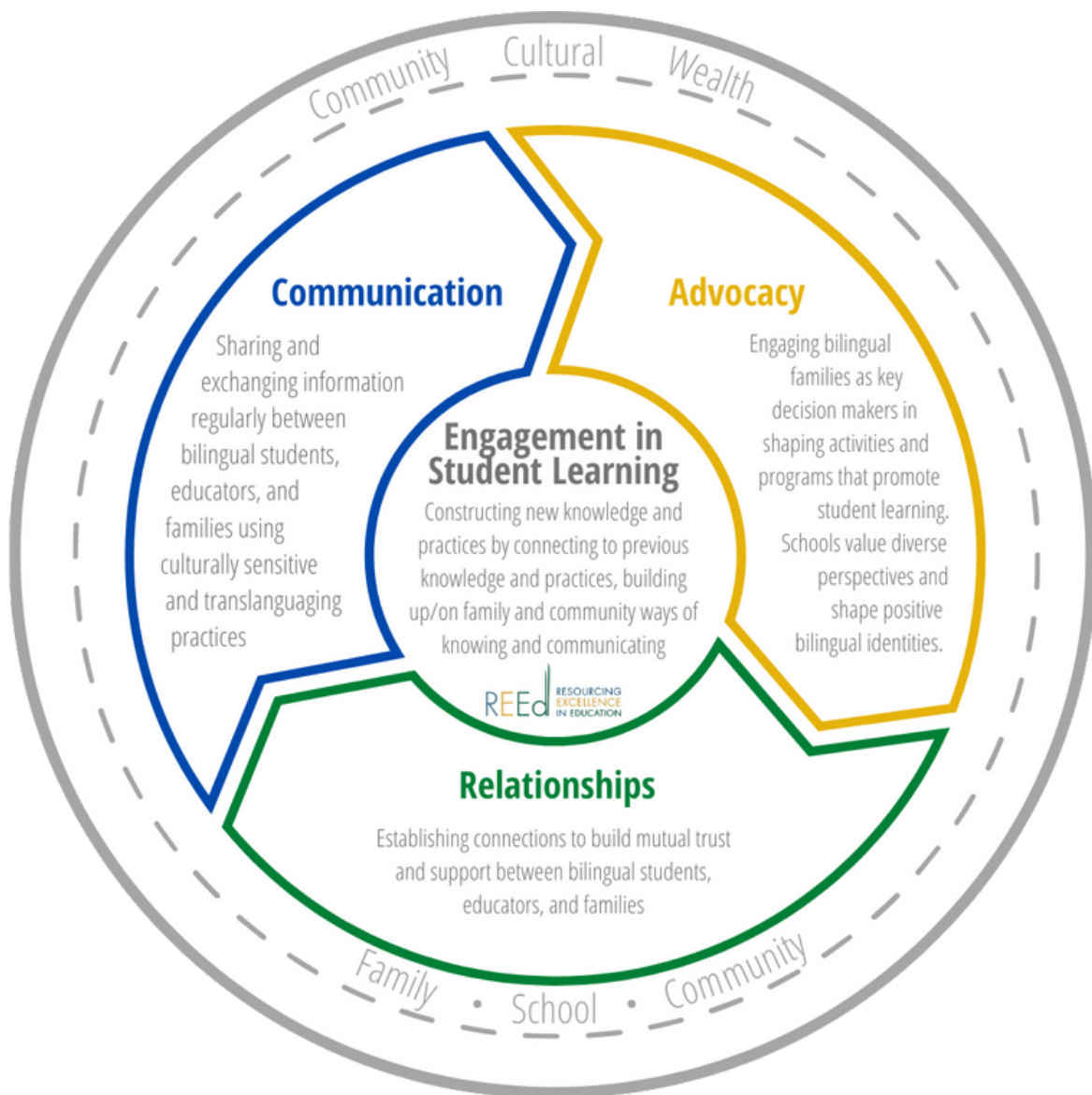


Reflection Questions

One way we can support educators’ professional learning around family engagement is by reflecting on current practices and discussing our perspectives together. The following reflection questions can be leveraged in several ways such as a starting point for staff discussions, conducting an informal needs assessment to advise family engagement efforts, and measuring progress towards improvement. The questions are grouped by area of focus in the REEd Framework, and educators can respond to all the questions in one area, or can pick and choose which questions to focus on for professional learning.



REFLECTION QUESTIONS

Communication

1. How well are we communicating with bilingual families? How do we know?
2. What modes of communication do our bilingual families prefer? Are there other modes we could be using?
3. Which communication strategies work best for our bilingual families? How can we better evaluate this?
4. How well are we using social media to communicate with bilingual families? What evidence do we have?
5. How well are we providing interpretation and translation services? Is there more we could be doing?
6. How well are we working with community partners to communicate with bilingual families? What opportunities are there to begin or continue this work?

REFLECTION QUESTIONS

Relationships

1. What strategies do we use to build trust with our bilingual families?
2. What language practices do we use to accommodate our bilingual families?
3. How well do we understand the needs of our bilingual families? What evidence do we have to support this perspective?
4. How do we build on our students' languages, backgrounds, and cultures? What else could we be doing?
5. How welcoming is our school to bilingual families? How can we tell?
6. What evidence is there that our staff and our bilingual families are equal partners?

REFLECTION QUESTIONS

Advocacy

1. Do we see our bilingual families as advocates for student learning? Do our bilingual families see themselves as advocates? What evidence do we have?
2. How do we encourage bilingual families to take on advisory, leadership, and mentorship roles?
3. How do we promote community-building among our bilingual families?
4. What feedback do we receive from bilingual families? How do we respond?
5. Do membership in our teams and committees reflect the diversity of our community? How many members are from bilingual families?
6. How do we engage bilingual families as key decision makers? What else could we try?

REFLECTION QUESTIONS

Student Learning

1. How do we collaborate with bilingual families around student learning goals?
2. How well do we connect our students' home languages with the language of instruction? How do we know?
3. How do we partner with bilingual families to support student learning? What else could we try?
4. What teaching methods do we use that support emergent bilinguals?
5. What circumstances do our bilingual families face that act as barriers to family engagement?
6. Are our students developing positive identities as bilingual individuals? How can we tell?