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| **Part 2: Building Relationships with Families & Influencers** |
| *Students are passionate, urgent, joyful, caring and “on a mission” towards a destination that matters to them. They have deep conviction in the destination for the year, understand the role it will play in their future aspirations and can make authentic connections to the importance of daily objectives in reaching both short (i.e. end of summer or end of course goals) and long term goals. This conviction drives an incredibly high level of urgency, where students are the drivers of high expectations and high levels of engagement.* *Students are actively building the intrinsic motivation, confidence and character that will empower them to achieve enduring success.*  *For videos of teachers investing their students in various ways, visit this page of the* [*Culture Chronicles*](http://culture.tfateams.org/investing-students)*!* |
| **How will you get to know parents/guardians?:**   * Parent Letters & Surveys:      * Phone Call Home Script |
| **How will parents/guardians get to know you?:**   * See letters above * Work together with colleagues to make a grade level or subject “Influencer Night” and invite family members, community members/guests, and guardians. |
| **What is your plan for communicating with parents and the frequency with which that will happen? Be sure to plan connecting with parents for positive reasons, not just classroom management:**   * Example this [e-mail blast](http://us5.campaign-archive2.com/?u=02458bf690be3a346bcd4f6fa&id=e3befe6527&e=cfad908417) sent to parents and students for an idea to get you started! |

**Be sure to continue on to Part 3: Investing Students by Developing “I Want” and “I Can” (a separate document).**