

Ideally, teachers who are visiting homes are:

Humbly Responsive

- Creates space for the family to set the tone for the meeting, including where the meeting occurs, how attendees are situated, and whether there are refreshments.
- Accepts refreshments (if at all possible. If not, declines graciously).
- Displays a warm, friendly, and flexible attitude. Smiles when appropriate, makes consistent eye contact, and offers backchannel responses (nodding, uh-huh, hmm) to indicate engagement and interest.
- When appropriate, includes the child(ren) in the conversation. Follows the family's lead on this.

Respectfully Conversational

- Engages the family in a conversation (not an interview) intended to be focused on the family/child, creating space for the family to share about what the family enjoys doing together, the child's interests and hobbies, the family's background and history, etc.
- Asks open-ended questions, follow-up questions, and asks for clarification when the family's question or statement is unclear.
- If relevant, shares about own experiences. Is willing to respond to family's questions about their lives.

Culturally Honoring

- Facilitates the conversation to focus on family's assets and asks questions intended to elicit family's *community cultural wealth* (Yosso, 2005), including their connections within the community, linguistic capital, social capital, navigational capital, resistance capital.
- Demonstrates an appreciation for students' home language(s) and culture(s).
- Connects on a human level by expressing sympathy and/or solidarity with family's concerns and pride.

Receptively Collaborative

- Listens actively and conveys a "learner" attitude, positioning the parent(s) as the expert(s).
- Encourages partnership in any decision-making and/or problem-solving.
- As much as possible, neither ignores nor pivots from family's disclosures of pride or vulnerability.
- Provides and/or requests relevant information for continued collaboration

Professionally Forthcoming

- Clearly explains the purpose of the visit (to learn more about the family and child), both prior to the visit and at the start of the visit.
- If relevant, offers a window into the classroom to provide context or clarity, especially in response to a family's disclosure or question.
- If relevant, offers information about typical development as a way to support families.