

Appendix 6.1

Culturally Sustaining Checklist: Forging Reciprocal Relationships With Students' Families and Communities

On a scale of 1–4, please select how much you agree or disagree with the following statements.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

ON A SCALE OF 1–4, INDICATE YOUR LEVEL OF AWARENESS.	AWARENESS	NOTES FOR FURTHER DEVELOPMENT:
	I am aware of some of my implicit biases related to culturally and linguistically diverse families.	
	I am aware of what reciprocity means in teacher–parent partnerships.	
	I am aware of the reasons why family, school, and community partnerships are important.	
ON A SCALE OF 1–4, INDICATE YOUR LEVEL OF KNOWLEDGE.	KNOWLEDGE	NOTES FOR FURTHER DEVELOPMENT:
	I understand the assumptions informing my expectations of parents and families.	
	I know Epstein's framework for six types of involvement with families and communities.	
	I know that the way I communicate with families will affect the trust and reciprocity I try to establish.	
ON A SCALE OF 1–4, INDICATE YOUR LEVEL OF SKILL.	SKILLS	NOTES FOR FURTHER DEVELOPMENT:
	I can articulate the importance of partnering with my students' families and communities.	
	I can conduct interviews with my students' families using the Funds of Knowledge framework.	
	I can partner with leaders and representatives of relevant community organizations for the benefit of my students and their families.	