

NEXT STEPS

- Provide a brief teacher training during teachers workdays of the 2026-2027 school year
- Distribute framework reference guides and communication examples
- Begin using the framework during routine family interactions
- Offer ongoing support through the implementation
- Collect teacher feedback to evaluate effectiveness



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THE OHIO STATE UNIVERSITY

The CARE → S Framework: Strengthening Teacher–Family Communication to Support Student Success



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INTRODUCTION/NEED ADDRESSED

Teachers are increasingly encountering student behavioral and emotional challenges and often lack a structured approach for effective communication with families. Current interactions may become reactive, deficit-focused, or one-sided which can limit opportunities for collaboration. The CARE → S Framework addresses this need by providing a strengths-based communication tool that promotes intentional and collaborative interactions. It guides teachers to **C**onnect with parents, **A**cknowledge student strengths, **R**equest parents perspective, and **E**xplain teacher observations. Then the framework creates space for parent response before **S**olving the problem. This approach aims to strengthen teacher–family partnerships and promote improved outcomes for students through the use of a strengths-based communication tool.

GOAL and OBJECTIVES

Goal: Improve teacher–family communication by implementing the CARE → S Framework to promote a collaborative and strengths-based interactions that support student success.

Objectives:

- Provide teachers with a brief training
- Teachers will apply the CARE → S Framework during real parent interactions (email, phone, conferences)
- Collect teacher feedback using a short survey

IMPLEMENTATION PLAN DESCRIPTION

The CARE → S Framework will be implemented through collaboration with the school to establish support and ensure alignment with school priorities. Once approval is obtained, materials will be developed, including a reference guide, communication prompts, and a brief training resource outlining each step of the framework. Training will be delivered as a pre-recorded presentation and incorporated into teacher workdays prior to the start of the 2026-2027 school year.

Following training, teachers will apply the CARE → S Framework during routine communication with families, including emails, phone calls, conferences, and informal interactions.

The framework will guide teachers to

- **C**onnect with parents,
- **A**cknowledge student strengths,
- **R**equest parent perspective, and
- **E**xplain teacher observations; then intentionally allowing space for parent response before moving on to
- **S**olve the problem.

Throughout the implementation period support will be provided to encourage consistent use of the framework and troubleshoot any issues. Teacher feedback will be collected through a brief survey to evaluate effectiveness of intervention and determine the overall impact on teacher–family communication.

EXPECTED OUTCOMES

- Improved quality and consistency of teacher–family communication
- Increased teacher confidence in navigating conversations
- Greater use of strengths-based language
- Shift from reactive or one-sided interactions to collaborative, solution-focused exchanges
- Increased family engagement and feeling heard
- Stronger teacher–family partnerships
- More effective problem-solving
- Improved behavioral, emotional, and academic outcomes for students

EXPECTED CHALLENGES

- Limited time for teacher training and competing demands during the school year.
- Varying levels of teacher buy-in and comfort with structured communication.
- Differences in family engagement and responsiveness may limit opportunities.