PIC Minutes -Region 3
October 26, 2012

I. Welcome

Michelle Sandrock, Parent Engagement Program Manager, opened the meeting by welcoming all in attendance, introducing the Georgia Department of Education staff in attendance and thanking Glynn County for hosting the meeting. She informed everyone about the free resources that were available for anyone interested in taking some materials back to their local schools and districts. She also explained that today's agenda was structured based on the comments and recommendations that were made at the last meeting. A general overview of the meeting was given as far as what to expect, which included the learning from each other component, 360-Degrees of Family Engagement, networking activities, annual assessment of parent involvement policy and programs, CCGPS, completion of evaluations and distribution of certificates at the end of the meeting. Everyone was also informed that there would be an additional component to the end of the meeting for anyone who has compliance questions or concerns. She then introduced the hosting district's speakers and presentation.

II. Learning from Each Other: Glynn County Schools PIC Presentation

Glynn County began their presentation by talking about one of their most notable events, Coffee with the Principal. Marihelen Newman stated that this event along with Glynn County's Parent University, fulfills a variety of indicators in their Title I parent involvement policy. Parents have access to the administrators, teachers and other staff. Meetings are offered and held at different times so they are convenient for parents to attend. They also strive to make the meetings a relaxed occasion for parents to work with educators, provide input, and learn about issues that affect the education of their child. Previous topics that were covered were roles of the administrator, assessment, curriculum changes, budget information, and the effect of attendance and discipline issues on academics. They have also hosted collaborative events such as pizza with the PTA to get parents involved school-wide. Collaboration with religious and faith based organizations has also gone well when it comes to back to school events.

Lavera Carroll presented information on Marlins' Books in a Bag and talked about resources and programs that are available to parents of kindergarten and first grade students. The key is informing parents about the resources that are available to them and encouraging them to spread the word. This initiative was developed by the school's principal based on parent input and data. The criteria for this program consists of teacher recommendations, students who have been retained in kindergarten or first

grade, benchmark scores, EIP checklist, kindergarten and 1st grade rubric, and self-referrals from parents. The PIC meets with teachers including the EIP Instructional Coach to identify and prioritize students. Based upon their recommendations, the PIC creates a binder to organize student information, their needs and matches resources and materials for them. Afterwards, the art teacher created the design for these book bags. The PIC contacted the parents of these students either by phone, in person or in writing to introduce and explain the Marlins' Books in a Bag Program. The PIC also provided training to parents for using materials through conferences, letters and phone calls. Parents were also notified when the bags were being sent home with the students. Some of the resources available to these students are flash cards, practice tests, mix and match books, addition and subtraction games, rhyme recognition resources and more. On Mondays, the students receive their Books in a Bag containing these academic resources. The bags are returned on Fridays. The students who return the bags and have shown that they've completed all of the materials get a reward. These awards vary and are not funded by Title I. The PIC follows up with the student and families and issues an evaluation to learn about the program's strengths and weaknesses. They make revisions to the program as needed but overall it has proven to be a success and has assisted a number of families in Glynn County.

Natasha McClendon talked about the middle school transition program and its success. She stated that parents have expressed concerns that they and their children are not properly prepared for middle school so this program was instituted to help alleviate some of their anxiety. When a polled was issued, they learned that parents want to know more about homework requirements, the cafeteria, clubs, sports, teacher conferences, report cards, grades, the parent portal, and discipline issues. 62% of parents said that they were not aware of parent involvement activities that are available at the middle school level. Among some of their concerns were peer pressure, bullying, the homework load and the changing of classes multiple times. Parent were encouraged to ask questions, communicate with their child's teacher, take advantage of the resources made available through infinite campus (parent portal), and get involved. Their plans for parent involvement throughout the school year included a lunch and learn where the school's administrator would discuss expectations, parent-only meetings where more sensitive topics can be addressed, and communication workshops to encourage parents to keep the lines of communication open between home and school. Parents are also given the opportunity to learn more about the CRCT, extracurricular activities and clubs, dressing standards for gym, increased lunch selections, and increased responsibility. This program greatly assisted parents and families with making a smoother transition to middle school.

Marihelen Newman ended the Glynn County meeting by highlighting some of their best practices that helps them to remain in compliance and allowed the audience to ask questions related to this topic. She stated that the key is not waiting to get organized, but starting early. She also stated that it is important to ask questions if you are unsure about certain actions or hosting certain events. The monitoring document is what they use as a guide to stay organized and communicate Title I expectations district and school-wide.

III. Break

IV. 360-Degrees of Family Engagement

Michelle Sandrock began this segment by inviting the audience to participate in a short exercise that involved them completing a 360-checklist entitled "Are you 360?" Participants were able to provide feedback about the status of their school based on the checklist and Michelle proceeded to explain that 360-Degrees of Family Engagement is a process and many of them may already have certain practices in place at their school that aligns with the 360-Degrees of Family Engagement model. She explained that this presentation will address the what, who, why, and how of 360-Degrees of Family Engagement. She explained that 360-Degrees of Family Engagement is something they have heard before but may not have understood. She explained that it is important to make family engagement both, systemic and measureable. 360-Degrees of Family Engagement is a comprehensive Family Engagement Process and Plan that imbeds family engagement into school improvement goals by encouraging collaboration across all departments, acknowledging various needs of families, utilizing research and data, breaking down school or district goals into measurable activities that matter. 360-Degrees of Family Engagement allows districts to zero in on families and school improvement, acknowledging the various needs of families that impact involvement, personalizing their plans, and dedicating themselves to building meaningful partnerships with parents and their communities.

At the core of the 360-Degrees of Family Engagement process is a family engagement plan that serves as a clear link between your Title I Parent Involvement Policy and your school improvement plan. The Title I Parent Involvement Policy becomes the executive summary for an in-depth family engagement plan that is embedded into the overall school improvement plan. She stated that 360-Degrees of Family Engagement isn't everything you are doing, it is just certain activities that are collaborative, innovative, and measurable. She explained that the 360-Degrees of Family Engagement process is not a Title I requirement, but is considered a best practice to assist schools in strengthening and coordinating their family engagement programs. Priority Schools that are not Race to the Top or SIG 1003(G) are being asked to embed part of the 360-Degrees of Family Engagement process into their school improvement plans to meet turnaround principle 7 as part of the Georgia ESEA waiver. It is not mandatory for these priority schools to implement the 360-Degrees of Family Engagement model, however, they must either implement 360-Degrees of Family Engagement or a similar family and community engagement plan that meets particular guidelines. She explained that the 360-Degrees of Family Engagement Process impacts Title I students, Pre-K, and Special Education so collaboration is strongly encouraged across all of these paths. She stated that working together doesn't create extra work but coordinates what everyone is doing. You should target outreach efforts through all of a child's transitions because it catches families early, allowing them to stay connected, and makes involvement at school a way of life for parents rather than lamenting disconnects with families later on. She then went on to explain that the 360 team is a sub-committee of the school leadership team. However, it is mandatory that a family engagement professional (or someone serving in the "family role") sit on the school improvement team to align the work. She emphasized that in order to manage the 360-Degrees of Family Engagement process, you must influence and include players at every level of your influence zone.

Michelle stated that the days of family engagement being known as random acts of kindness are gone. Research consistently points to the fact that when parents and families are involved students of all races

and backgrounds achieve at higher levels but we need to have the data to back this up. The idea behind this plan is being able to say we don't know if parent engagement is the sole cause of improvement but we can show that it played a part in the process to success and this is why and how. She asked a rhetorical question, "do you drop family and community engagement when no one is looking?" She gave an overview of the needs of families in Georgia and discussed what the research says about student achievement and parent engagement. She stated that important part is understanding where families are first and referred to Maslow's Hierarchy of Needs to show the motivation levels of people and why they act as they do. She provided an overview of Head Start's Parent and Family Engagement Outcomes as guidance on what families need in order to be healthy, as well as ready to focus on school and community engagement. She also reviewed the National PTA Standards for Family-School Partnerships and stated that PTA provides strategies to promote and support each person at his or her motivation level. She reviewed the Strengthening Families Protective Factors and how it informs us of supports that should already be in place. It centers on parent resilience and their ability to bounce back from difficult situations. The model has proven to be effective and although it was developed in early childhood education programs, partners in a large variety of settings are exploring ways to apply the approach.

Next, Michelle introduced the 360-Degrees of Family Engagement Crosswalk and stated that the crosswalk acknowledges that the school's approach to family engagement requires collaboration and an understanding of how widely families' needs can vary. There is a science behind how families react to schools. We can't throw up our hands and wonder why parents aren't showing up to workshops if we are not doing what we can to address related issues that heavily impact their ability, interest, or understanding of how important parents' roles are. In creating plans, we must be mindful of where families are and what you can do to help whether through district or community resources. She then warned that particular circumstances may affect a family's ability to become involved and engaged in their school and community and that these are noted within the Crosswalk. It is important to remember that just as family circumstances vary, the way that families respond to stressors will vary, as well. The Crosswalk assists educators in understanding where families are in the school engagement equation, but caution should also be exercised to ensure that family circumstances are considered on an individual basis, as well. Research shows that schools that engage families "where they are" rather than where schools "think they should be" are more successful in gaining family participation from groups that are traditionally considered reluctant to engage. She encouraged participants to use the Crosswalk to learn how family engagement fits into the larger picture of student achievement and to understand the benefit of coordinating all family engagement work from Pre-K to postsecondary. It is important to think about the unique circumstances of targeted families and use the research on the chart to gain a better understanding of possible factors affecting the families' willingness and capability to be engaged in their children's education as they work to engage parents throughout the school year.

Michelle proceeded to talk about the key components of a 360-Degree of Family Engagement Plan which are the goal, strategy, initiative, action steps, and outcome. The goal must be measurable and student focused. For your 360 goals however, you will just want to select goals that have already been predetermined by the school leadership are currently on the school or district improvement plan (with

the exception of any goals that are family engagement centered and on the school improvement plan – these defeat the 360 concept). Your strategy is a broad, internal plan of action that will aid in achieving the measurable goal. For 360, the strategy has already been provided for you. Please refer to the handouts for the strategy. The initiative is defined as a program, project, or process that assists in implementing a particular strategy. In the 360-Degrees of Family Engagement Plan, the initiative outlines the work that will be done in family engagement to achieve the measureable goal. It is important to note that initiatives should be focused, but not so detailed that they describe an actual activity. Your action steps will move the 360-Degrees of Family Engagement Team along to carry out a designated initiative through activities. When targeting students and families, it is important to use universal, selective and intensive strategies. Universal strategies encourage family involvement focus on creating a welcoming, culturally responsive environment and establishing lines of communication that help build trusting relationships. Selective strategies focus on two different objectives. One objective is to reach families who are interested in being involved in their child's education but lack the means to do so or need encouragement to participate. A second objective offers families who are already engaged in their child's education opportunities to become more involved in their overall education program. Intensive Strategies focus on meeting individual needs and more substantial challenges that keep the few families at the top of the pyramid from getting involved. Families and students may need multiple school and community supports coordinated in addition to the universal and/or targeted services. Next she talked about vital behaviors which are the smallest set of actions that will lead to the results you want. They are must do actions versus should do actions. She emphasized that is important to remember that behaviors are actions, not results or qualities; if you cannot "do it", it is not a behavior; and just because it is a behavior does not make it vital.

Michelle stated that the family goal results should be measured by both qualitative and quantitative data. Qualitative date is a process rather than an outcome. It provides an in depth description of virtually any information that can be captured that is not numerical in nature. Qualitative data provides numerical information that is based on statistical methods such as experiments and questions.

Examples of qualitative data include responses and observations from school staff, teachers, parents, and students from interviews, focus groups, town hall meetings, principal chats, personal conversations, activity reports, open-ended surveys or evaluation questions, and notes or emails.

Examples of quantitative data include numerical evidence through student grade and assessment scores, attendance records, percentage break down of parent responses on surveys, discipline records, number of parents who participate, and percentages of parents who achieve a vital behavior.

Michelle stated that you also have to look at measures of effort and measures of effect. A measure of effort refers to what activities were conducted and how they were implemented. Measures of effect refer to the impact that resulted from families achieving identified family benchmarks. Using a combination of both, gives reliable information from numerical measurements that are backed up by detailed information around the process.

Examples of measures of effort are the number of participants who attend an event, the number of hits to the school's family engagement Webpage, the number of academic parent tip sheets given out at Open House, or the percentage of participants who reported on a survey that they found a family workshop useful.

Examples of measures of effect are the number of targeted students who pass state tests after their families participate in an in-depth program about the connection between state assessments and their children's graduation from high school or the percentage of parents who can explain their children's test scores to the teacher at the spring parent-teacher conferences.

Next is the outcome, which is a measure that examines the effectiveness of a specific initiative as it relates to meeting measureable goals. In closing, Michelle explained where participants can locate the 360-Degrees of Family Engagement Curriculum online (http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx). She emphasized the importance of seeking buy-in from their administrator, starting small, thinking outside of the box and working from what they have in place already. The audience was encouraged to contact Michelle or any other state partners involved in this project. Their school improvement specialist can also answer questions.

V. Working Lunch: Networking Conversation Table Topics

Attendees were asked to review the Education Week teacher article in their folder and discuss their impressions with a colleague. Some questions that were provided for dialogue are:

- Is parent involvement the missing link in school reform?
- How would you respond to the teacher's comments?
- Do these findings surprise you?
- Why do teachers place such a high value on family involvement?
- What can schools and teachers do to increase family and parent engagement in sustainable ways?
- What's worked for you?
- What does the engaged school community of the future look like to you?

VI. Annual Assessment of Parental Involvement Policy and Programs

Lakeita Servance began this segment by talking about the Annual Evaluation of Title I Parent Involvement Policy and Programs and explained that this presentation is centered on helping schools and districts develop quality surveys that help them effectively evaluate their programs. She began by reviewing Section 1118(a)(2)(E) of the law which stipulates that the LEA must conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section, and use the findings of such evaluation to design strategies for more effective parent involvement, and to revise, if necessary, the parent involvement policies described in this section. She stated that surveys as a

means of evaluation are one of the most common methods used to evaluate programs. She focused on three common types of surveys (Mailing, Telephone and Electronic) and reviewed the advantages and disadvantages of all three as listed below:

Mailing Surveys

Advantages

- Mailing surveys is one of the most effective ways to give all parents an opportunity to be part of the evaluation process
- This is the best kind of survey to do in the event that most of your parents don't have working telephone numbers or are difficult to reach
- This method allows parents and families to answer at their leisure, rather than in the moment they are contacted or while in a group setting
- Commonly viewed as less intrusive than other evaluation methods

Disadvantages

- Time! Mailing surveys takes longer than other kinds of evaluation method because you have to wait several weeks before you can be sure that you have received most of the responses
- Parents and families with lower educational and literacy levels may not be able to understand the survey to complete it which leads to lower response rates
- Mailing surveys can get expensive with the costs associated with postage, labels, copies, and envelopes

Telephone Surveys

Advantages

- People can usually be contacted faster over the telephone than with other methods
- Certain software can be used to make questionnaires automated and practical by offering to perform calculations and modify questions based on the answers to earlier questions
- The privacy of a phone survey can often elicit longer or more complete answers than people will give on their own to mail or email surveys

Disadvantages

- Telemarketers have given phone surveys a bad name; consequently, many people are reluctant to answer/accept phone surveys

- Due to the number of working parents, no one is home during the day. This limits calling time to a "window" of about 6:00-8:00 p.m.
- You cannot engage in face to face interaction to gauge the conversation and determine sincerity
- All families do not have access to a telephone and numbers can change often

Electronic Surveys

Advantages

- You will get more accurate answers to sensitive questions because it's confidential
- Eliminates the need for data entry
- There is practically no cost involved once the set-up has been completed
- People tend to give longer answers to open-ended questions on electronic surveys than they do on other kinds of surveys
- Electronic surveys are viewed as quick and easy resulting in a quick turnaround on responses

Disadvantages

- Parents must have access to a computer or one must be provided for them
- Electronic surveys may have serious response rate problems in populations of lower educational and literacy levels
- You have to obtain email addresses for all of the parents at your school and follow-up with an alternative survey for parents who don't have one
- Depending on the software you use, there is often no control over people responding multiple times to bias the results

Lakeita explained since surveys are the preferred evaluation tool this is most recommended and used, she was going to talk in detail about how to make them more meaningful. She began by discussing the survey design and execution process which includes developing and establishing your goals, questions, the delivery and collection method and how the data will be analyzed in the end. She stated that when you are aiming to write good survey questions, it is important for the questions to relevant and accurate. Questions also need to be able to evaluate either events and behaviors or attitudes and judgments and then they need to be brief, be objective, be simple and be specific. Each area was explained in further detail as indicated below:

Be Brief (Keep questions short and ask one question at a time.)

Be Objective (Pay attention to the neutrality of words and avoid leading questions, loaded questions and built in assumptions, meaning, avoid questions that assume the respondent is familiar with the specifications asked within the questions.)

Example of Leading Question: This year 10% of parents regularly participated in our Title I parental involvement activities. Do you think we need more parent participation at Title I parent events?

Example of Loaded Question: Title I sets aside 1% in the budget for parent involvement. Do you agree that this is enough?

Be Simple (Use language that is simple in both words and phrases. Avoid using complex words, jargon, acronyms, and shorthand abbreviations. Also, avoid framing questions in the negative, using double negatives and double barreled questions.)

Example of Negative Question: How frequently do you not attend Title I parent involvement events?

Example of Double Negative Question: Do you agree or disagree that parent involvement in a child's education is crucial to their success?

Example of Double Barreled Question: How useful do you find the Parent Resource Center's print and online materials?

Be Specific (Ask precise questions and avoid things that are too general, complex, or undefined.)

Lakeita proceeded to talk about how the types of survey questions used will play a role in producing relevant and accurate responses. The four question types discussed were open-ended, closed-ended, ranked or ordinal, and matrix and rating. Each question type was explained in further detail as indicated below:

Open-Ended Questions (Allows for increased response, you may receive unanticipated answers, and some can express their views more accurately using this method. The potential downside to this method is that it may be difficult for some parents to express themselves in writing, it takes more time and effort, and the analyzing process is more time consuming.)

Closed-Ended Questions (Easier for respondents to answer and are less time consuming to interpret and analyze. These are commonly used in checklists, multiple choice, true/false, and for attitude scales.)

Ranking or Ordinal Question (Ranking questions are best to use when all the choices listed should be ranked according to a level of specification. If you have a question in which you need the respondents to indicate what items are the "most important" to "least important" this is a good format to use.)

Matrix and Rating Questions (Likert and Semantic Differential Scales are commonly used. Likert scales are considered an "agree – disagree" scale. This setup gives respondents a series of attitude dimensions using a point rating scale. Semantic Differential Scales is one that has opposite ends of the scale marked with two different or opposing statements. Respondents are then asked to indicate the area in which they fall on the scale. Unlike the Likert scale, the Semantic Differential Scales do not have to have a

"statement" that is semantically identified for each rating along the scale. It is typically recommended to use a seven–point scale for these types and keep the statements on the opposite ends short and precise.)

Lakeita shared some quick tips participants would use to help them develop meaningful surveys and referred their attention to the sample surveys that were provided in their folders. These samples were made available for participants to use as a guide and are not meant to be used as the status quo template. (However, it was noted that the State Superintendent's Parent Advisory Council (PAC) is developing model Title I parent surveys this year and will be shared with everyone once completed). Participants were provided with a survey do's and don'ts sheet and told that research states they should strive to get high parent participation with their surveys (aiming for 60%) because you can have better confidence in the data you receive in that it's representing a majority of your parent population. Lower response rates do not mean the data is not valuable; it's just not representative of the majority of your parents. The delivery and collection method is also important because it is important. Participants were encouraged to try a number of strategies to increase their response rate, but one strategy in particular that was emphasized is the use of post-it notes on the surveys to personalize it. The persuasive power of the post-it has proven to be effective. People are more likely to return a survey if there is a post-it message stuck onto it. A study that was done showed that the same message written on the survey itself did not have the same effect, so it's not simply the written request that is causing the higher response rates; the handwritten post-it is essential because it makes the message personal. Participants were given a handout to assist them with the analyzing process through guiding questions that should be discussed once the evaluations are returned. They also received a quick reference guide to help them decide on which evaluation method is the best one for them. Lakeita also stated that it may be good to use multiple evaluation methods to achieve the results they are looking for and effectively evaluate their program.

VII. Common Core Georgia Performance Standards

Michelle Sandrock began this segment by asking participants what they knew about the Common Core Georgia Performance Standards (CCGPS). She stated that CCGPS is a state-led effort by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) with assistance of parents, teachers, school administrators, and experts such as Achieve, ACT, College Board, and National Association of State Boards of Education (NASBE) to improve educational outcomes for students. It provides a set of consistent, clear K-12 academic standards in English Language Arts, Literacy (in History, Social Studies, Science and Technical Subjects), and Mathematics to prepare all students for college and career ready success. She stated that 45 states and 3 territories have formally adopted the Common Core State Standards (CCSS). The CCSS are academic performance standards that provide clear, consistent expectations about what knowledge, skills, and practice students should have and learn at each grade level. These expectations help guide teachers and parents on what they need to do to help students graduate from high school prepared to enter college and/or a career. The CCSS guide both curriculum (the subject matter taught at each grade level) and assessments (tests that determine the level of learning a student has achieved).

She stated that the CCSS is important to student learning because different standards create confusing expectations across the states, global competitive edge is lagging among students in the U.S. and workforce skills do not match 21st century work demands. She shared that by the end of 8th grade, U.S. students are 2 years behind in the math being studied in other countries and even our top math students rant 25th out of 30th when compared with the best students across the globe (as well as 21st in Science). In addition, the U.S. is ranked 17th among nations in high school graduation and 14th in college graduation.

It was noted that consistent Standards will provide appropriate benchmarks for all students regardless of where they live. She then talked about the many benefits of implementing CCSS which include the fact that they are consistent with Georgia Performance Standards, provides a deeper understanding of core concepts, it aligns with college and career expectations, focuses on practical skills, is internationally benchmarked so all students are prepared to succeed in our global economy, and sets a progression of skills that students learn as they move through school. She stated that GPS and CCGPS alignment were conducted for each grade level by educators and specialist across the state. Less than 1% of the current GPS needed to be added to the ELA CCGPS. Cursive Writing was added for 3rd and 4th grade. Nothing was added to the Math. Some content may be different, but all of the GPS is addressed in the CCGPS. Our previous work and experience with GPS prepared us for CCGPS. It also gives students more time to focus on in-depth understanding and processes rather than memorization of facts that have little relationship to their success later in life. For examples, elementary students will focus on really understanding numbers before they start to apply that understanding of numbers to data in middle school. It is also evidence and research-based as well as relevant to the real world and rigorous because it encourages application of knowledge through problem solving and critical thinking which helps our children prepare to work in the role of scientists, historians, researchers, and more. The 2014-2015 PARCC Assessments Partnership for Assessment of Readiness for College and Careers will have students apply what they've learned and explain their answers rather than simply pick from a menu of options. They will be required to analyze and synthesize information, write essay responses, and answer in-depth questions to show how much they understand. They have to be prepared.

Michelle then shared a quick CCGPS overview video produced by the Hunt Institute that is a great video to show parents. Following the video, she then asked the rhetorical question, "what does CCGPS have to do with Title I?" and cited section 1118(c)(4)(B) which states that schools should provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. She also cited section 1118(e)(1) which states that each school and local educational agency shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. She emphasized the importance of participants helping parents understand CCGPS and what their role is in helping their children achieve.

Parents should expect three shifts in English Language Arts (ELS)/Literacy. Students will be expected to build knowledge through content-rich nonfiction; read, write, and speak grounded in evidence from text, both literary and informational test; and regularly practice with complex text and its academic language. She explained that in K-5 this means that we should have a balance in what students read of 50/50. That means about half of instructional material will be stories, poetry and drama, and the other half is nonfiction. In middle school, the recommendation shifts to a 45/55 split between literary texts and informational. By high school, the standards call for a 30/70 split between literary texts and informational texts. The standards demand that students work on literacy in all the content areas, not as a distraction or as an addition to their study of content, but to build their understanding of the content being studied. She stated that most college and career writing requires students to take a position or inform others citing evidence from the text, not provide a personal opinion. Across the grades, and even across the content areas, students need to develop the skill of grounding their responses in evidence from the text. Requiring students to use evidence can and should occur during oral discussions with read aloud in the youngest grades and continue across all grades and content areas. This is a sharp departure from much current practice where the focus is commonly to relate the text to yourself in narrative expressive pieces where students share their views on various topics. She stated research that informed the development of the standards revealed that there is a significant gap in the complexity of what students read by the end of high school and what they are required to read in both college and careers- 4 years. Too many students are reading at too low a level (<50% of graduates can read sufficiently complex texts). These standards include a staircase of increasing text complexity from elementary through high school. The standards are also focused on building general academic vocabulary that is critical to comprehension. She provided examples of what parents can do and what students must do under each ELA shift. These include:

ELA Shift 1 Students Must:

- **Read** more non-fiction
- Know the ways non-fiction can be **put together**
- **Enjoy** and **discuss** the details of non-fiction

ELA Shift 1 Parents Can:

- **Supply** more non-fiction text
- **Read** non-fiction texts aloud or with your child/teen
- **Have fun** with non-fiction in front of your child/teen

ELA Shift 2 Students Must:

- Get smart in **Science and Social Studies** through reading
- Handle "**primary source**" documents

- Get smarter through texts
- Find **evidence** to support their arguments
- Form **judgments**
- Make **arguments in writing** using evidence
- **Compare** multiple texts in writing

ELA Shift 2 Parents Can:

- Supply series of texts on **topics of interest**
- Encourage **researching**
- Find books that **explain**
- **Discuss** non-fiction texts and the ideas within
- Talk **about** text
- Demand **evidence** in every day discussion/disagreements
- Encourage writing at home

ELA Shift 3 Students Must:

- **Read** material at comfort level AND work with more **challenging** texts
- Handle frustration and keep **pushing**
- **Learn words** that they can use in college and career
- **Compare stories** using text elements

ELA Shift 3 Parents Can:

- Provide more **challenging texts** AND provide texts they **want to read** and can read comfortably.
- Know what grade level texts are **appropriate**.
- Read **challenging text** with them
- Read **multiple books** about the same topic and **compare and contrast** texts
- Ask **why and how** questions

Michelle proceeded to explain that there will also be three shifts in mathematics. Those will include focus, coherence, and rigor. Focus strongly where the standards focus, coherence in thinking across all

grade levels and linking to major topics within grades, and rigor in major topics pursuing conceptual understanding, procedural skill and fluency and application and equal intensity. This will ultimately narrow the scope of content and deepen how time and energy is spent in the math classroom. Some of the changes that will take place are:

K–2 - Addition and subtraction - concepts, skills, and problem solving and place value

3–5 - Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving

6 - Ratios and proportional reasoning; early expressions and equations

7 - Ratios and proportional reasoning; arithmetic of rational numbers

8- Linear algebra

Michelle stated that the current math curriculum spends as much as 25% of the instructional school year on review and re-teaching of previous grade level expectations because many students have very little command of critical concepts. This will help students carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years. Students will begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning. The CCSSM require a balance of solid conceptual understanding, procedural skill and fluency, and application of skills in problem solving situations. Pursuit of all threes requires equal intensity in time, activities, and resources. There is no longer the pressure to quickly teach students how to superficially get to the answer, often relying on tricks or mnemonics. The standards require a real commitment to understanding mathematics, not just how to get the answer. Teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives. She stated that as an example, it is not sufficient to simply know the procedure for finding equivalent fractions, but students also need to know what it means for numbers to be written in equivalent forms. Attention to conceptual understanding is one way that we can start counting on students building on prior knowledge. It is very difficult to build math proficiency on a set mnemonics or discrete procedures. She stated that another aspect of rigor is procedural skill and fluency. At the same time, we can't expect fluency to be a natural outcome without addressing it specifically in the classroom and in your materials. Some students might require more practice than others, and that should be attended to. Additionally, there is not one approach to get to speed and accuracy that will work for all students. All students, however, will need to develop a way to get there. She emphasized that teachers will need to structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts. Teachers will need to provide opportunities at all grade levels for students to apply math concepts in "real world" situations, recognizing this means different things in K-5, 6-8, and HS. Also, teachers in content areas outside of math, particularly science, will need to ensure that students are using grade-level-appropriate math to make meaning of and access science content. She provided examples of what parents can do and what students must do under each Mathematic shift. These include:

Mathematic Shift 1 Students Must:

- Spend **more time on fewer concepts**

Mathematic Shift 1 Parents Can:

- Know what the **priority work** is for your child/teen for their grade level
- **Spend time** with your child/teen on priority work
- **Learn** the math your child/teen needs to know

Mathematics Shift 2 Students Must:

- **Understand** why the math works. **Make** the math work.
- Keep **building** on learning year after year

Mathematics Shift 2 Parents Can:

- Notice whether your child/teen **really knows** why the answer is what it is – have your child/teen **work out** problems
- Know what your child/teen **struggled** with last year and how that will affect their learning
- **Advocate** for your child/teen and ensure extra support is given to close gaps in knowledge

Mathematics Shift 3 Students Must:

- Spend time **practicing** lots of problems on the same idea
- Be able to use **core math facts** fast
- Apply math in **real world** situations and which math to use when

Mathematics Shift 3 Parents Can:

- Push child/teen to **know/memorize** basic math facts
- Know what **fluencies** they should have and prioritize practice of those they don't know
- Ask your child/teen to **do** the math that comes up in your daily life
- Practice **application** with your child/teen.

Michelle proceeded to explain what can be done to teach parents and families about CCGS. She encouraged participants to facilitate conversations among parents, teachers, and students about the CCGPS; utilize communication resources to keep parents up to date; engage parents in the educational process by communicating the standards their children are expected to know and be able to do; and

create easy to replicate at-home activities to supplement what students are learning in the classroom. Additionally, she encouraged them to help parents reinforce learning at home. An example of reinforcing learning at home in kindergarten math could be:

Strand: Geometry - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Standard: *MCCK.G.2* – Correctly name shapes regardless of their orientation or overall size.

What Parents Can Do: While driving in the car, ask your child to identify shapes he or she sees along the way. Buildings can be rectangles; the sun can be a circle, etc.

An example of reinforcing learning at home in 3rd grade could be:

Student Must-

- Read stories and poems aloud fluently without pausing to figure out what each word means.
- Describe the logical connection between sentences and paragraphs in stories.
- Distinguish the literal and nonliteral meanings of words (such as cold shoulder, etc.)

Parents Can-

- Encourage your child to cut out a picture from a newspaper or magazine, paste it on paper and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover when in conversation or reading, add them to the box and practice using them in conversation each week.

An example of reinforcing learning at home in 6th grade could be:

Strand: Language - Vocabulary-Acquisition and Use

Standard: *ELACC6L4c* - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

What Parents Can Do: Encourage your child to look up word meanings either in home dictionaries or online regularly.

An example of reinforcing learning at home in 8th grade could be:

Student Must-

- Plan and conduct research projects that include several steps and use credible and documented print and digital sources.

- Present findings and claims to others, emphasizing key points with relevant evidence and sound reasoning.

Parents Can-

- Keep books and magazines around the house that your teen will enjoy.
- Ask them for help planning a family outing by researching what should be done and developing a plan.
- Ask your teen to bring sound evidence when they want to do/or need something or have an opinion.

An example of reinforcing learning at home in 9th – 12th grade could be:

- Strand: Statistics and Probability –Using probability to make decisions
- Standard: *MCC9-12.S.MD.4* - Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.
- What Parents Can Do: Find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. Ask your teen how many TV sets she or he would expect to find in 100 randomly selected households.

Michelle showed participants where they can go online to obtain more information and resources about the standards (www.georgiastandards.org). Participants were put into groups so they could brainstorm and participate in a small group exercise based on the following instructions:

1. Share what you have been doing to in your school or district to assist families in learning about the CCGPS.
2. Discuss new ways to engage Title I families in their understanding and implementation of the CCGPS.
3. Time permitting, chart your group responses and designate a group speaker to report back one idea for each question.

Some of their responses were:

- Conduct workshops about CCGPS and break it up according to English and Math
- Explain segments of CCGPS in the schools' newsletter
- Have a dinner sponsored by local businesses to discuss CCGPS
- Have an open discussion forum
- Host a grade level lunch and learn to discuss CCGPS
- Schedule parent meetings one on one to to provide additional assistance
- Host curriculum workshops

- Post information links on website
- Train Parent Advisory Council members on CCGPS and have them redeliver the information to other parents
- Create a basic CCGPS brochure in English and Spanish

VIII. Closing

Participants were asked to complete their evaluations and submit them in the appropriate box. Participants were also informed that the minutes and material presented would be available within a few weeks electronically on the Parent Engagement Program website. Everyone was reminded about National Parent Involvement Day on November 15, 2012. Michelle Sandrock thanked everyone for attending and certificates were distributed to all in attendance.

IX. Optional Parental Involvement Compliance Review

Participants were invited to bring questions pertaining specifically to parent involvement compliance regulations and/or documentation. One-on-one technical assistance was provided to those with questions or if they wished to have select documents reviewed.