Georgia PIC Network Fall Region Meetings

October 7 - 29, 2014

9:00 a.m. – 3:00 p.m.

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Announcements

Parent Engagement Month
November 2014

National Parent Involvement Day
November 20, 2014

Announcements

2014 Parent Engagement Month

I Can Play A Role Campaign

November is Parent Engagement Month in Georgia and a time for all parents, families and community members to

Get the facts...get connected...GET INVOLVED!

Please come join parents, community members and state leaders for the...

2014 Parent Engagement Month Kick-Off Celebration

October 20, 2014
11:00 a.m. – 12:00 p.m.
Georgia State Capitol,
North Wing

Invited Speakers:

Dr. John Barge
State School Superintendent

Sandra Deal
First Lady of Georgia

Rita Erves
President, Georgia PTA

Deborah Rogers & Jeff Hennesy,
State School Superintendent's Parent Advisory Council Members

Gaye Smith
Executive Director, Georgia Family Connection Partnership

Amy Jacobs
Commissioner, Georgia Department of Early Care and Learning

Invited Resource Fair Organizations:

Communities In Schools of Georgia

Georgia Department of Early Care and Learning

Georgia PTA

Georgia Department of Education

Georgia Family Connection Partnership

United Way of Greater Atlanta

Parent to Parent of Georgia

This event will highlight the importance of family engagement in education and kick-off our I Can Play a Role statewide campaign!

Those in attendance will have the opportunity to pick up their own I Can Play a Role campaign pledge cards to use in their Title I schools and communities during the month of November. Campaign pledge cards will also be available online starting October 20th at http://tinyurl.com/nhhzpw6

I Can PLAY A ROLE IN My CHILD'S SUCCESS IN SCHOOL.

Get the facts...get connected...GET INVOLVED!

Help us reach our goal of 50,000 I Can Play a Role pledges to impact family engagement and student achievement across our state!

facebook.com/GaDOEParentEngagement

@GaDOEParents

Announcements

Georgia's Family-Friendly Partnership School Awards

Application Deadline: November 13, 2014

http://tinyurl.com/cg5cxa6

Announcements

@GaDOEParents
www.twitter.com/GaDOEParents

www.facebook.com/GaDOEParentEngagement

Announcements

gadoeparentengagement.edublogs.org

Meet Your Local Learning Community

LLC Chairperson

Get Connected and Join Your LLC by Signing Up on the PIC Network Blog!

gadoeparentengagement.edublogs.org

LLC Chairperson

Region 1 East & West – Tina Black, Floyd County
tblack@floydboe.net • 706-234-1031

Region 2 East & West – Angela Fountain, Muscogee County
fontain.angela.c@muscogee.k12.ga.us • 706-718-1840

Region 3 North – Sherry Jordan & Leslie Wiggins, Bulloch County
sjordan@bulloch.k12.ga.us; lwiggins@bulloch.k12.ga.us • 912-682-9894

Region 3 South – Mary Ann King, Ware County
mking@ware.k12.ga.us • 912-283-8656

Region 4 North – Dawn Scott, Bibb County
Dawnm.scott@bcsdk12.net • 478-779-2592

Region 4 South – Cheryl Guy, Decatur County
cguy@dcboe.com • 229-243-6847

Region 5 West – Jason Allen, Atlanta Public Schools
jballen@atlanta.k12.ga.us • 404-802-3686

Region 5 East – Cile Tanner & Tereka Williams, Gwinnett County
cile_tanner@gwinnett.k12.ga.us; tereka_williams@gwinnett.k12.ga.us
• 678-301-7060

Learning from Each Other
Host District Presentations

Break Time

Break Time

Charting a Path Toward High-Impact Family Engagement Efforts Linked to Student Achievement

Objectives

- Understand why family engagement matters
- Learn about the new US ED Framework for Family-School Partnerships
- Evaluate your current family engagement practices
- Discover high-impact strategies for family engagement
- Learn how to simplify Title I Parental Involvement compliance mandates while increasing effectiveness

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships, SEDL.

Setting the Stage

Over 50 years of research links the various roles that families play in their child's education with indicators of increased student achievement in the form of….

- Student Grades
- Achievement Test Scores
- Students' Sense of Personal Competence
- Students' Beliefs about the Importance of Education
- Students' Efficacy for Learning
- Lower Drop-Out Rates

As cited in Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Setting the Stage

Long-term study of Chicago schools found ***five essential supports*** for school improvement

Graphic from: Community Social Capital and School Improvement, (slide 4) by P.B. Sebring, 2012.

Anthony S. Bryk et al, (2010). Organizing Schools for Improvement: Lessons from Chicago (Chicago: University of Chicago Press) .

Setting the Stage

- ***Teachers' ties to community:*** Understand student culture and local community, spend time in community, and use local resources.
- ***Teacher outreach to parents:*** Invite parents to observe in class, try to understand parents' concerns, and embrace parents as partners to engage them in the process of strengthening student learning.
- ***Parent response:*** Become involved in school activities, monitor student learning goals, and respond to teacher concerns about schoolwork.

Anthony S. Bryk et al, (2010). Organizing Schools for Improvement: Lessons from Chicago (Chicago: University of Chicago Press) .

Where is the Gap?

ESEA, Title I, Part A Parental Involvement Requirements

District and School Staff Receive Little Training on Engaging Families

Title I Families Face Multiple Barriers to Engagement

Lack of Collective Capacity to Implement and Sustain Home – School Relationships

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

The Response

The Dual Capacity-Building Framework for Family-School Partnerships

Not a blueprint, but a COMPASS

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

The Dual Capacity-Building Framework for Family-School Partnerships

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

The Dual Capacity-Building Framework for Family-School Partnerships

OPPORTUNITY CONDITIONS

Process Conditions
- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions
- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Opportunity Conditions

The Process Conditions

Linked to Learning:
Connected to teaching and learning goals for students

Relational:
Building respectful & trusting relationships between home & school

Developmental:
Building intellectual, social and human capital of stakeholders

Collective/Collaborative:
Learning is conducted in group versus individual settings

Interactive:
Skill mastery requires coaching and practice

Mapp and Kuttner, (20143. Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Opportunity Conditions

The Organizational Conditions

Systemic:
Core component of educational goals

Integrated:
Embedded into structures and processes

Sustained
Operating with adequate resources and infrastructure support

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships

The Dual Capacity-Building Framework for Family-School Partnerships

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the "4 C" areas:

- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Policy and Program Goals

Building Staff and Family Capacities

Capabilities

Cognition

Connections

Confidence

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

The Dual Capacity-Building Framework for Family-School Partnerships

FAMILY AND STAFF CAPACITY OUTCOMES

School and Program Staff who can

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Effective Family–School Partnerships Supporting Student Achievement & School Improvement

Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Understanding the Dual Capacity Framework for Your School or District

- ✓ What is the difference between ***parental involvement*** and ***family engagement*** in your school/district?
- ✓ What do you ***do*** in your school/district to ***engage families***?
- ✓ List ***everything*** you invite families to do/participate in at your school/district.

Understanding the Dual Capacity Framework for Your School or District

- ✓ Look over your list and put a ***star*** next to ***everything*** you ***invite parents to participate in*** that has to do ***with learning***.

Understanding the Dual Capacity Framework for Your School or District

- ✓ Review your list once more and ***circle*** everything you ***invite parents*** to participate in that is ***focused on grade-level or subject level (at middle/high school) learning goals***.

Understanding the Dual Capacity Framework for Your School or District

What do you have left?

✓ Look over what you have circled and draw an arrow next to every item in which school/district staff were provided professional development opportunities specifically on that item to effectively build capacity within themselves to work with families.

Understanding the Dual Capacity Framework for Your School or District

Parental Involvement

Everything ***we do*** to bring parents into the school

Family Engagement

What parents take with them in the form of ***learning and skills*** to apply in the home with ***their child*** to achieve academic success

Remember: School/District must be trained, too, to ensure family engagement effectiveness!

High – Impact Strategies

✓ Link to Learning

✓ Build Relationships

✓ Develop Dual Capacity

Hill, Mapp and Henderson (2014). Does Family Engagement Matter? The Truth and Half-Truths about Parental Involvement

A Compliment to Title I, Part A Parental Involvement Compliance

The purpose of the framework is to establish a U.S. Department of Education (ED) wide strategy of family and community engagement (FCE) efforts that integrate FCE resources across ED, increase awareness about FCE, and highlight the importance of parents working as partners with schools to achieve academic success.

The Framework may be used to help guide and inform conversations about family and community engagement programs at the State and local levels.

United States Department of Education, Frequently Asked Questions for Family and Community Engagement Framework, 2014

A Compliment to Title I, Part A Parental Involvement Compliance

What implications will the Family and Community Engagement Framework have on monitoring?

Monitoring will vary across states and programs based on program specific statutory requirements. For example, the Family and Community Engagement Framework may be used as part of the discussion in outcomes-based monitoring to help encourage effective family and staff partnerships.

**** As Georgia moves to monitoring for results in coming years, it is likely that the Framework's Goals and Outcomes will be used as a basis to measure capacity growth among family and staff.***

United States Department of Education, Frequently Asked Questions for Family and Community Engagement Framework, 2014

A Compliment to Title I, Part A Parental Involvement Compliance

- ☑ Parent Involvement Plan
- ☑ School-Parent Compact
- ☑ Communication
- ☑ Annual Evaluation
- ☑ Schoolwide Plan
- ☑ Staff Development
- ☑ Parent Training
- ☑ Community Partnerships
- ☑ Title I Meeting
- ☑ Expenditures

A Compliment to Title I, Part A Parental Involvement Compliance

Start with a High – Impact Strategy!

Think Smarter, Not Harder
Do Less, Not More

High – Impact Strategy: Academic Parent Teacher Teams (APTT)

Stanton Elementary School, Washington D.C.

High – Impact Strategy: APTT

Combine
Home Visits + APTT

- Build relationships
- Establish trust
- Share knowledge and goals for child
- Explain data
- Focus on skills
- Develop a plan/Set goals
- Share progress
- Evaluate

Henderson, Anne. (2014). High-Impact Strategies to Engage Families and Enhance Student Achievement, FERP National Webinar.

High – Impact Strategy: APTT

THE APTT MODEL

Team Meeting
(75-min.)
Held In Early Fall

→

Individual Session
(30-min.)
Held In Oct-Nov.

→

Team Meeting
(75-min.)
Held In Winter

→

Team Meeting
(75-min.)
Held In Spring

The APTT model increases parent-teacher collaboration time by approximately **600%** over traditional conferences.

Georgia APTT Training of Trainers, Session One PowerPoint, 2014.

High – Impact Strategy: APTT

THE APTT ESSENTIAL ELEMENTS

Georgia APTT Training of Trainers, Session One PowerPoint, 2014.

Example: Do Less, Not More with a High-Impact Strategy (APTT)

- ✓ Parent Involvement Plan
- ✓ School-Parent Compact
- ✓ Communication
- ½ Annual Evaluation
- ✓ Schoolwide Plan
- ✓ Staff Development
- ✓ Parent Training
- ✓ Community Partnerships
- ✗ Title I Meeting
- ✓ Expenditures

High – Impact Strategy: Building School and District Capacity

BOSTON PUBLIC SCHOOLS

"They (teachers) wanted to move beyond the "your child is a good child, your child is doing well in school" kind of conversations that were perfunctory. They wanted to know, "How do we talk to parents about student progress? How do we engage families in ways that will link them to learning and what is happening in our classrooms?" Teachers wanted to know about how to talk to parents about student outcomes."

- Michele Brooks, Deputy Superintendent for Family and Student Engagement

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

High – Impact Strategy: Building School and District Capacity

Combine Family Guides to Learning + District/School Academic Targets + District Policy

- Conduct needs assessment
- Explain student skills and knowledge at each grade
- Equip teachers with guidance and tools/training courses
- Integrate family engagement in school improvement plans
- Link to curriculum materials
- Develop family engagement coaches
- Label as "essential" in district

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

High – Impact Strategy: Parent Observation Days

Shiloh Middle School, Gwinnett County Schools

High – Impact Strategy: Parent Observation Days

Combine Welcoming Environments + Student Learning + Staff Development

- Invite families to follow their child's schedule eight days throughout the year
- Have parents observe how and what their child is being taught
- Train school staff on communication with parents and ways to help supplement student/parent learning
- Build trust and communication between school staff and parents
- Set expectation of parents as partners in student learning

So Back to Your List…

- Look back at your list. What are left that you would consider high-impact strategies? How will you reframe your thinking for next school year? Write these strategies in column two.
- If there aren't any, start brainstorming about what you could do that meets the high-impact strategy criteria.

References

- Anthony S. Bryk et al, (2010). *Organizing Schools for Improvement: Lessons from Chicago,* (Chicago: University of Chicago Press). Retrieved from http://ccsr.uchicago.edu/publications/organizing-schools-improvement-lessons-chicago

- Crain, D. (2010). *For the first time I understand what it takes for my own child to graduate. FINE Newsletter 2*(3). Cambridge, MA: Harvard Family Research Project. Retrieved from http://hfrp.org/WashoeCounty

- Henderson, A. (2014). *High-Impact Strategies to Engage Families and Enhance Student Achievement*, Family Engagement Resource Provider (FERP) National Webinar. Retrieved from http://neadrochester.org/wp-content/uploads/2014/04/High-Impact-Webinar-PPT-FINAL.pdf

- Hill, N., Mapp, K. and Henderson, A. (2014). *Does Family Engagement Matter? The Truth and Half-Truths about Parental Involvement.* Retrieved from http://ncpie.org/clientViewNewsletter.cfm?MailingListID=10&newsletterID=95

References

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- Taveras, B., Douwes, C., Johnson, K., Lee, D., & Caspe, M. (2010) *New Visions for Public Schools: Using Data to Engage Families. FINE Newsletter 2*(2). Cambridge, MA: Harvard Family Research Project. Retrieved from http://www.hfrp.org/NewVisions

- United States Department of Education (2014). *Frequently Asked Questions for the Family and Community Engagement Framework.* Retrieved from *http://www2.ed.gov/documents/family-community/faqs.pdf*

- WestEd (2014). *Georgia Academic Parent-Teacher Teams (APTT): Training of Trainers Session One*, (Powerpoint communication). Retrieved from http://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education

working lunch

Discover the Missing Piece: Educating to Build Ties Between Parents and Schools

Did You Know?

Over a **quarter of new teachers** report that they are not prepared to engage families in supporting their children's education

Half of teachers report that parents do not understand the school's curriculum and are not involved

Nearly **half of high school principals** report that teachers are not prepared to engage families in supporting their children's education

Parent engagement has increased in the past 25 years, but remains a challenge for many schools

Icebreaker Activity

What in the World?

1. Why in the world are you here?
2. What in the world do you hope to get out of this session?
3. Where in the world have you been?
4. Where in the world do you want to go?

Set the Stage

Title I, Part A Parental Involvement Building Capacity

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part -

SHALL educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school

Title I, Part A, Section 1118 (e)(3)

Set the Stage

US Department of Education
Family and Community Engagement Framework

"A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures and to develop stronger home-school partnerships of shared responsibility for student outcomes, but they do not know how to accomplish this…The limited capacity of the various stakeholders to partner with each other and to share the responsibility for improving student achievement and school performance is a major factor in the relatively poor execution of family engagement initiatives and programs over the years."

Set the Stage

Georgia Department of Education
School Keys: Strands and Standards Summary

Family & Community Engagement

Establishes partnerships and decision-making processes that build capacity for family and community engagement in the success of students

National Board for Professional Teaching Standards (NBCT)

Proposition 5: Teachers are Members of Learning Communities

They know how to work collaboratively with parents to engage them productively in the work of the school.

National Board Standards Five Core Propositions

Set the Stage

Georgia Department of Education
Teacher and Leader Keys Effectiveness System Performance Standards Implementation Handbook

*The **leader** consistently models and collaboratively promotes high expectations, mutual respect, concern and empathy for students, staff, parents and the community. Provides a variety of opportunities for parent and family involvement in school activities*

*The **teacher** communicates effectively with students, parents and guardians, district and school personnel, and other stakeholders in ways that enhance student learning. Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable styles.*

Understand the Reality

MISSION:

POSSIBLE

Provide faculty and staff with meaningful professional learning to strengthen their skills and knowledge to build family-school partnerships that increase student academic achievement

Understand the Reality

From the Desk of
A. Educator

To Do:

1. Write lesson plans for the week
2. Grade papers
3. Lunch duty
4. Make copies
5. Check notebooks
6. Bus duty
7. Watch webinar
8. Department meeting
9. Engage more families
10. Attend another staff training

Barriers to Meaningful Professional Development

What are some **common barriers** schools and districts face in their efforts to build the capacity of faculty and staff to work with families?

- Lack of Time
- No Incentive
- Other Priorities
- Overcommitted Staff
- Lack of Leadership
- Limited Knowledge
- Resistant to Change

Understand the Reality

Changing Perspectives Activity

Double the Benefits

Research says when families are more involved, then schools and students perform better…

…how can I increase parental involvement in my school?

When staff learn about family engagement, they –

- Address Assumptions and Perceptions
- Discuss Barriers
- Discover Strategies
- Practice Behaviors
- Combine Resources and Efforts
- Stay Informed
- Improve Communication

Professional Learning: Make a Difference

- **Systemic** — Isolated
- **Collaborative** — Random
- **Sustainable** — Individual

"Family engagement must be embedded in pre-service curricula, professional standards, teacher certification, and assessments for learning and accountability." **To implement effective strategies, it is not enough to offer random, one-time faculty meetings.**

The Teacher-Parent Relationship: Using Professional Development to Improve Family and Community Engagement.
Harvard Family Research Project

“What is professional learning?”

What is Professional Learning?

STRATEGIES

TECHNICAL ASSISTANCE

MENTORING

Consider that we remember:

20% of what we Read;

20% of what we Hear;

30% of what we See;

50% of what we See and Hear;

70% of what we See, Hear, and Discuss; and

90% of what we See, Hear, Discuss, and Practice.

TRAINING

LEARNING GROUPS

CASE STUDIES

RESOURCES

TECHNIQUES

ACTIVITIES

PANELS

WORKSHOPS

SUPPORT

FACULTY MEETINGS

VIDEOS

Google

How can I make professional learning more meaningful?

Google Search I'm Feeling Lucky

Meaningful Learning for Educators

Provide Support	Give feedback and follow-up
Flip the Learning	Send information before meetings
Make an Investment	Alter the traditional paradigm
Utilize Resources	Inspire all staff to design trainings
Develop New Skills	Perfect practice makes perfect

Meaningful Learning for Educators

Build a Plan	Move from schedule-based to outcome-based
Increase Exposure	Embed family engagement ideas and information in a wide range of areas
Start from the Top	Encourage administrators to participate
Make a Connection	Link the staff training to schoolwide programs

bing
Family Engagement Topics for Schools

Professional Learning Topics

*SHALL educate teachers, pupil services personnel, principals, and other staff, with the **assistance of parents**, in the **value and utility of contributions of parents**, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school*

Isolation

Collaboration

Meaningful Professional Learning

Small percentage of educators are aware of the need to link learning opportunities for family and community members to student learning

Educators and families work together to provide learning opportunities and each person sees how everyone can benefit from these activities

The Power of the Parent Panel

An opportunity for faculty and staff to walk in parents' shoes and see the value and utility of parent contributions

What do you do with your child at home?
What excites your child?
How have you reached out to teachers?
What obstacles or challenges have you experienced?
What is one thing your teacher has done that you appreciated?
What is one thing that you would like to tell a teacher?

Professional Learning Topics

SHALL educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in ***how to reach out to, communicate with, and work with parents as equal partners****, implement and coordinate parent programs, and build ties between parents and the school*

Isolation

Collaboration

Meaningful Professional Learning

Educators contact families when student behavior impedes student learning

The school dedicates time, resources, and policies that enable educators and families to engage in meaningful two-way conversations

Manufacturing Home-School Communications

CHALLENGES

BENEFITS

Effective Communication
Questions to Consider

What message do you hope to convey?

What do you want to happen?

Who is my audience?

What is my preferred method of communication? How is this different than the parents of my students?

What approach will open and enhance communication?

Learning from Others

Meet Holly

Hello, I am a 38-year old mother of three. I may not look like a first year teacher, but I am. After college, I decided to get married and stay home. I started to work after my baby started kindergarten. I teach 10th grade English at a very large urban high school.

Meet Matt

Hi, I'm Matt. I'm 25 years old and a first-year science teacher at a brand new middle school called Southside. At my school, we work in teams, called Pods, consisting of four teachers. Working so closely with three other teachers has been helpful.

Parent, Family, and Community Engagement Simulation

Developed by the Office of Head Start's National Center on Parent, Family, and Community Engagement, the simulator creates an unique experience for users to **practice real-life** relationships **building techniques in a virtual world**.

♦ ♦ ♦ ♦ ♦

Practice effective communication

Choose your own response

Alleviate time challenges

Avoid real-life consequences

Discuss responses with staff

Listen and Practice

Review Your Transcript

Professional Learning Topics

*SHALL educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, **implement and coordinate parent programs, and build ties between parents and the school***

Isolation

Collaboration

Meaningful Professional Learning

Educators make decisions about learning opportunities for families based on school needs without reviewing school data or stakeholder input

The school and families work together to make decisions about appropriate research-based learning activities and programs

Types of Involvement and Experiences

Educators, administrators, and even parents and community members may have different definitions of how family and community members can be involved in schools.

Volunteering

Parent Organizations

Out-of-School Learning

Community Development

Mentoring

Decision-Making

Committee Member

Monitoring

Professional learning can help explore the basic understanding of family engagement with staff to develop a framework for developing effective family-school connections

Activity

What's Your Experience?

What's Your Experience? Activity

- ✓ Complete the survey
- ✓ Total your responses
- ✓ Count how many for each column

Traditional (left)	Reciprocal (right)
Typically, takes the form of a request from the school for family or community members to act	Typically, has equal benefits for schools, families, and community members

Additional family engagement topics

WIKIPEDIA
The Free Encyclopedia

Main page
Contents
Featured content
Current events
Random article
Donate to Wikipedia
Wikimedia Shop

Interaction
Help
About Wikipedia
Community portal
Recent changes
Contact page

Family Engagement Topics Connected to School Goals

"Create a Family-Friendly School…and Classroom!"
"Connect Family Engagement to Academic Success"
"Host a Productive Parent-Teacher Conference"
"Plan a Successful Student-Led Conference"
"Improve Parent-Teacher Communication"
"Build Family and Community Partnerships"
"Host the Best Parent Workshop"
"Develop Interactive Homework"
"Improve Cultural Awareness"
"Help Parents Ace the Test!"
"Share Data with Parents"

PTA National Standards for Family-School Partnerships

PTA National Standards

Conduct a random monthly telephone poll asking parents how welcome they feel at the school

Ask parents what is their preferred method of communication and best available time

Develop academic activities and resources parents can use at home

Ensure all parents and the community receive important school information

Be available to parents at local sites to answer questions

Locate community leaders and invite them to communicate with parents

Georgia Department of Education Resources

Over 50 Different Presentations on Important Topics in Family Engagement

Ten Take Away Tips for Teachers

1. Practice the 4 Ps – Positive, Personalized, Proactive, Partnership
2. Contact three new, "less-engaged" parents each month
3. Ask parents for their suggestions – "*What can I do to help?*"
4. Include tips for parents in newsletters, websites, and homework
5. Greet parents at drop-off and pick-up
6. Thank parents for their contributions
7. Organize a parent telephone tree
8. Practice active listening - *"If I understand correctly, it sounds like"*
9. Provide and advertise flexible and convenient meeting times
10. Dedicate time to share family engagement strategies with peers
11. Send a welcome letter to parents and when new students arrive

WiN WiN

What is Your Take Away Tool?

References

- Kansas Parent Information Center. (2013). Working Together – A Family Engagement Resource for Kansas Educators. http://www.kpirc.org/uploads/wrktghr2.pdf

- Kansas Parent Information Center and Cambridge Strategic Services. Parent Teacher Education Connection. http://tcet.unt.edu/home/ptece21.html?itemid=425

- Harvard Family Research Project (2013). Family Engagement Teaching Cases. http://www.hfrp.org/publications-resources/publications-series/family-engagement-teaching-cases

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- Murray, Tom. (2013). Professional Development Reform: 8 Steps to Make It Happen. http://smartblogs.com/education/2013/02/06/a-plea-professional-development-reform-8-steps-make-happen-tom-murray/

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Parent Involvement Coordinator Speed Networking

Speed Networking

3 Rounds – 3 Questions – 3 People

- Find someone with same color name tag as you
- Share and discuss answers to Scenario One
- When the bell rings, move around to find a new person with the same color name tag as you
- Share and discuss answers to Scenario Two
- When the bell rings, move again to find a new person with the same color name tag as you
- Share and discuss answers to Scenario Three

Closing

Thank you for joining us today!

Questions

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