Building Partnerships

How to Build Parent Engagement
Between Schools and Parents
For Academic Success

It Is Not One Sided, It Is a Partnership

- Schools must partner with parents and communities for successful student outcomes

- Each one bears responsibility to students in a different way

- Together they can brake barriers and succeed in providing the tools and support students need to succeed

- What does it take to build PARTNERSHIPS with parents, school and communities?

- TEAM WORK and EFFECTIVE COMMUNICATION from SCHOOL to HOME

- Since schools bear bulk of the responsibility in establishing communication between school and parents it is vital to establish different ways to communicate

- School leadership takes the lead in the path to PARENT ENGAGEMENT

- Teachers and staff BUILD the bridge through direct contact with parents

To develop engagement schools and parents must work together:

- Parental Engagement

- Raising Achievement

- Effective Communication

- Parents as Partners

- Strategies for Engagement

Lets talk about Parent Engagement:

When parents are engaged in their children's learning it brings about achievement

How do we do it as parents?

- Meaningful communication between home and school

- Responsible Parenting must be promoted and supported

- Achievement of students increase when parents are actively involved in the learning process

- Parents welcome as volunteers in schools

- Parents as full partners in the decisions that affect their children

- Parents, school and community must collaborate to enhance student learning and strengthen families and improve schools

- Raising the Achievement:

- Making sure students are in school everyday on time

- Making sure they do their homework everyday

- Supporting them when they are struggling and establishing communication with teacher

- Talking to your child about school about what they did and what they enjoy doing

- Give them confidence to achieve the best they can be

Communication: The exchange of information between two people.

Parents and teachers consider communication the number one factor to increase trust. It creates discussion on progress as well as realistic goals and plans of action for student achievement.

Teachers are the first line of communication for parents. Establishing a trusting relationship is important.

One communication barrier is language. Many families are not English speakers and Schools have become increasingly challenged to find translators, and materials for parents to read in various languages depending on the different communities a district may have.

Communicating is the most important element in establishing a relationship with parents, families and communities

Part II

- Building and understanding of family and community engagement

- Building a cultural bridge

- Building trusting relationships with families and community through effective communication

- Engaging parents and community in DATA conversations

Building and Understanding of Family and Community

What we believe can influence how we support families and community

Understanding demographics of your community can help in better understanding the needs of the families in the community

Influence of culture can influence our actions and behavior

Deep cultural believes can influence parent participation in school

Activity

You can use these questions in your community by setting up groups

- What is family engagement?

- How do families want to engage?

- What can school do to increase engagement?

- What prevents families from engagement?

Families and Communities Building a Cultural Bridge

As communities and schools become more diverse educators also need to understand the characteristics and strengths of the school community. It goes beyond basic communication. Getting to know parents and their stories in order to support their success

Educators can ask parents how they want to get involved so that school and community can create diverse and culturally appropriate opportunities to engage them.

Acknowledging the diversity that exists within the school and community as well as cultural groups, schools can provide opportunity to serve

Activity

As you reflect on family and community can you write down what strengths support student learning in your school community?

- Family Strengths

- Community strengths

Roles for Family and Community Engagement

The role of family and community can be broad:
Helping children learn at home
Participating in school activities
Being part of the decision making process
Collaborating in student learning

Coordinating family and community engagement to strengthen school is very important to support student learning and success

When families feel empowered with knowledge they are confident to participate at higher levels of decision making process of school

Building Trusting Relationships Through Communication

Communication is specially important when building a bridge to families and community. Cross cultural communication is more relevant when relationships are being built with parents of different cultures

Culture influences how we communicate (tone of voice, eye contact, body space between speakers), acknowledging the differences helps communicating with parents who may be reluctant to participate and engage

It is critical that schools acknowledge families 'cultural values by welcoming them and providing important communication translated into the languages used in the school community

Inviting role models from various cultures into the classroom

Being careful of how words are sued, how something is said is as important as what is said

Activity for building trust with parents

Think of a parent whom you trust and write trustworthy traits. (make 4 columns- parent and traits)
- Parent I trust
- Parent I don't trust
- Parents who trust in me

Benevolence: The confidence that someone or something is cared for

Reliability: Confidence that you can depend on another person to come through for you

Competence: Belief in another person to perform the task required

Honesty: A person's integrity, character, and authenticity

Openness: The extent to which relevant information is not withheld

Engaging in the Data Conversation

Schools have a lot of data…Which data then is meaningful to families and to the success of students?

If data is available then what is the question in the data addressed conversation?

- What does data reveal or snapshot

- Understanding the results

- Developing a plan

- Monotoring the progress or measuring success

Data conversations happen most frequently at parent teacher conferences. A parent is guided by the teacher on the strengths and challenges of your child. Building communication is crucial to help you child build at home what they are learning in school. When challenges rise communicating is even more important to establish goals and measures that can help a students success.

Understanding the meaning in some of the data is very important, Specially when students are tested to measure learning

Data conversations can happen at larger scale depending on the what is being discussed. For example, if the school is implementing new tools for students such as i-ready. These gather information and measure improvement

Terms and Definition

- Achievement or performance Data - that tell us how a student performs on a formal or informal assessment
- data of academic knowledge or skill.
- Attendance data - Data that tell us the number of days that the student is present in school.
- Data - Factual information used as a basis for reasoning, discussion, or calculation.
- Demographic data - Data that include characteristics or description of a specific group. This may include primary language spoken, ethnicity, gender, residence, and so on.
- Formative assessment - Assessment conducted on an ongoing basis that is intended to inform instruction (assessment for learning).
- Perception data - Data that reflect how an individual thinks or feels about a specific topic. These data are often gathered through questionnaires or interviews.
- Program data -Data that provide information about school programs, processes, or practices. Examples include quantity and quality of textbooks, decision- making processes, and number of educators who participate in professional development.
- Quantitative data - Data that usually involve numbers.
- Qualitative data - Data that are usually in the form of words.
- Rubric - A guide for scoring student performance; rules of scoring; sometimes includes descriptions of key characteristics of varying levels of performance.
- SAT-10 - An example of an assessment that is administered at the end of the year to measure what a student has learned.
- Summative assessment - Assessment that is typically conducted at the end of a unit, semester, or school year and is intended to assess what has been learned during that time (assessment of learning).

Activity – a parent teacher conference worksheet

What is the purpose of the data conversation?
- ❑ Gather information
- ❑ Guiding Improvement
- ❑ Finding solutions

Data to be shared
- ❑ Quarterly report card
- ❑ SAT-10 student report
- ❑ Other

Possible questions for conversation

Outcome of conversation

It takes a confident and smart school leader to build a strong genuine bond with students families and community and be in zinc in communicating with all three.

In turn, it is our responsibility to support our students at school and home. Working with other parents and being part of the school community creates a greater support to student success.