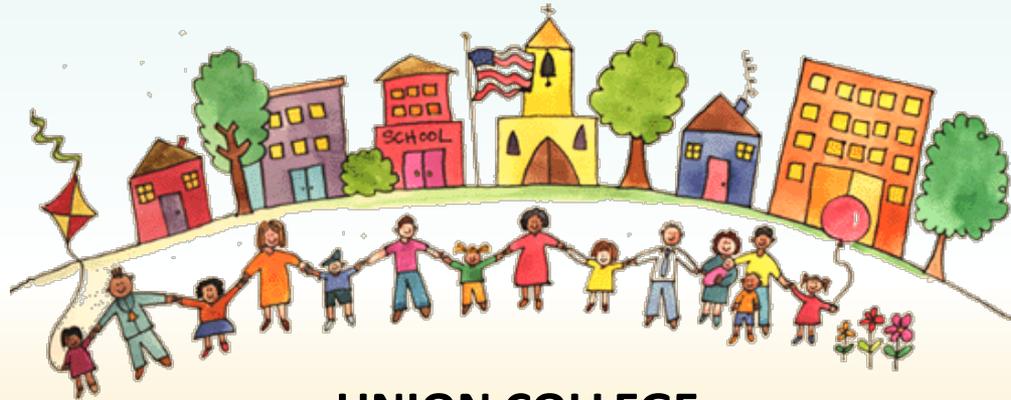


# Building Capacity for Family School Engagement



**UNION COLLEGE**

**JULY 20, 2018**

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***NYSUT'S INNOVATION INITIATIVE FOR FAMILY-SCHOOL ENGAGEMENT***

# Today's Conversation

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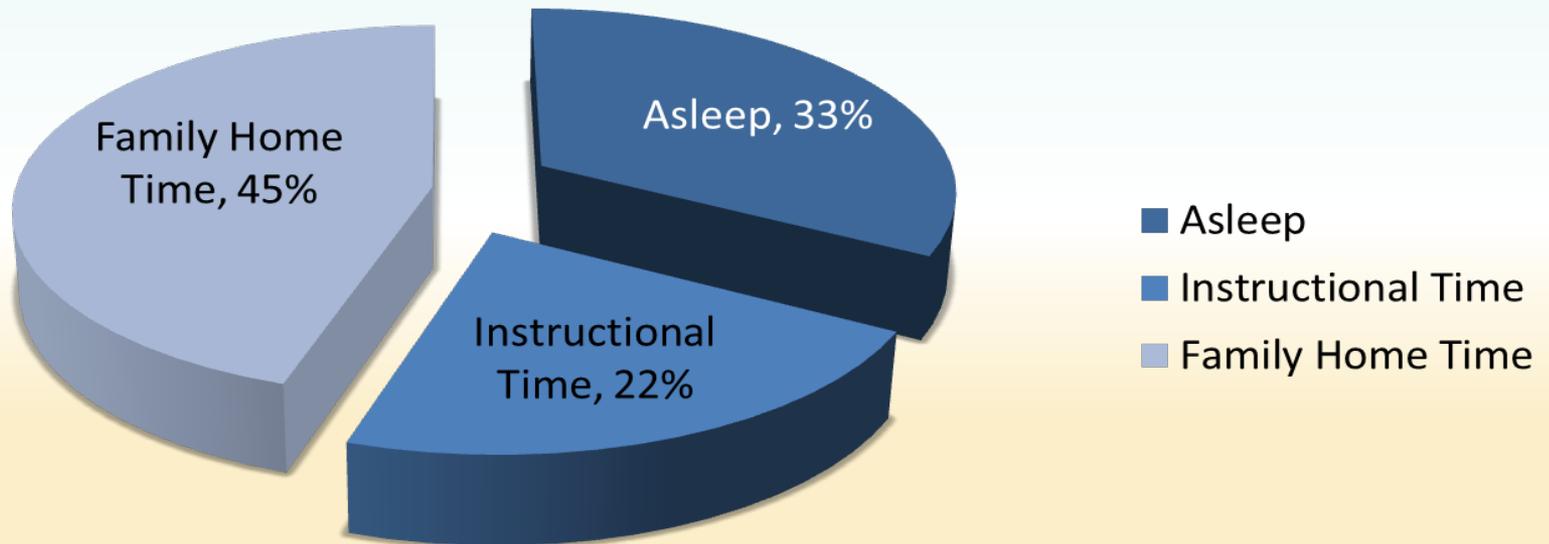
1. Describe how NYSUT is working to build capacity in their locals for family-school engagement.
2. Discuss some lessons learned in our efforts to *build staff capacity* for meaningful family school engagement linked to learning.
3. Examine two strategies to that can be used to improve outcomes for students.

# FSE - A HEAVY LIFT

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- 1. Why does your school want to make family-school engagement a focus over the next year or several years?**
- 2. How does family engagement connect to your school's priorities? How is it linked to learning?**
- 3. Is there a school-wide plan? If not why not?**
- 4. What do you hope to accomplish through your family-school engagement efforts? Classroom, Grade level, School-wide**
- 5. What are your school's primary family engagement strategies?**
- 6. Have they been successful? How do you know? What evidence support's your conclusion?**

# LEVERAGING HOME & SCHOOL TIME FOR LEARNING



## NYS Instructional Time:

Average 5.0 hrs. for full-day kindergarten thru grade 6  
6 hrs. for grades 7-12 for 180 days per year in NYS

# WHAT'S THE DIFFERENCE

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## Involvement

- Everything the school does to bring families into the school to involve them.
- The relationship is driven by the needs and expectations of the school.

## Engagement

- What families take with them in the form of learning and skills to apply in the home with their child to achieve academic success.
- The relationship is collaborative, asset-based and a partnership.

# NYSUT'S FAMILY-SCHOOL ENGAGEMENT INITIATIVE

A dream becomes a goal when action is taken toward its achievement. A goal without a plan is just a wish.  
- Nishan Panwar

- Create and implement family engagement practices designed to promote positive student outcomes and career and college readiness and success.
- Build capacity of educators (beliefs, understanding, skills, and confidence) to engage and partner with families in ways linked to student learning.
- Support and develop teacher leadership.
- Strengthen families beliefs about the role they play in their children's education.
- Enhance parental/family knowledge about educational policies and programs.
- Increase families portfolios of tools and activities they can use to support their children's learning.
- Develop a school-wide plan to implement and sustain effective family-school practices linked to learning.

- 
- Time to collaborate with each other
  - Time to practice new ideas, new strategies and new practices
  - Time to reflect on their experiences across grade levels and with special subject area teachers
  - Need ongoing support for implementation

# HOW TEACHERS LEARN

# NYSUT'S TRAINING APPROACH

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NYSUT's FSE Visit approach is based on the tenets of trust, active listening, collaboration and honor and respect for ALL families.

The training goals:

1. Self-reflection: as a leader in the school and community.
2. Capacity-building: in 4C's (capabilities, cognition, connections, confidence).
3. Implementation fidelity: ensure successful translation of FSE into practice.
4. Create new mindsets and understandings: use new understandings to build partnerships with families, inform instruction and teaching practices for student success.
5. Link family engagement to student learning to improve instructional practice and outcomes for students

# THREE KEY PRACTICES



Schools that succeed in engaging families from very diverse backgrounds adopt these three practices:

- Focus on building trusting, collaborative relationships among teachers, families, and community members.
- Recognize, respect, and address families' needs, as well as class and cultural differences.
- Embrace a philosophy of partnership where power and responsibility are shared.

Secure | <https://www.youtube.com/watch?v=u-zlb5wVUAs>

YouTube Search

# Dr. Karen Mapp's 3 Prerequisites of Effective Family and Community Engagement



Dr. Karen Mapp's 3 Prerequisites of Effective Family and Community Engagement

7,629 views

Scholastic  
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Dr. Mapp discusses the "3 prerequisites" for successful family-school partnership. These "3

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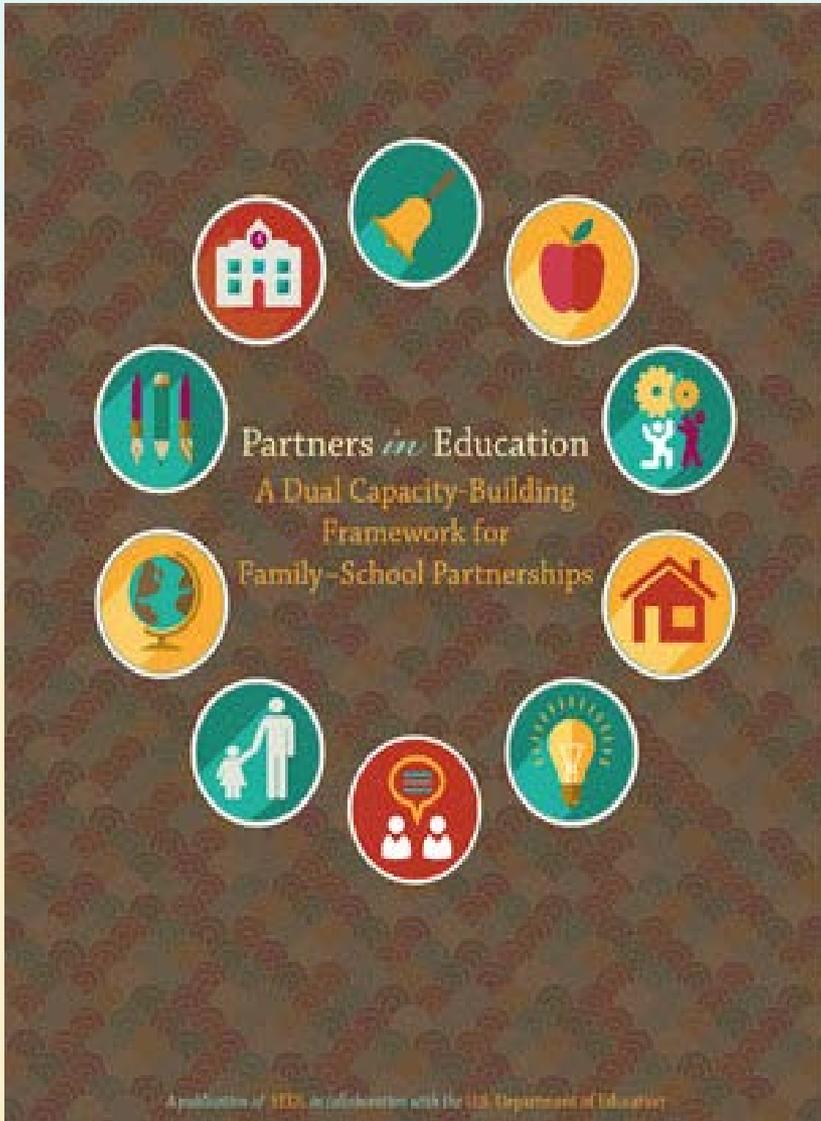
SUBSCRIBE 45K

Dr. Mapp discusses the "3 prerequisites" for successful family-school partnership. These "3 prerequisites" provide the foundation necessary for effective family and community engagement and are the building blocks for educators, school leaders and policy-makers to use as they move

SHOW MORE

<https://www.youtube.com/watch?v=u-zlb5wVUAs>

# DUAL CAPACITY-BUILDING FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS



**Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships**



# THE 4 C'S

The goals of policy and programming directed at improving family engagement efforts must include a dual focus on building the capacity of staff and families to engage in partnerships:

1. **Capabilities:** *Skills and Knowledge – Human Capital*
2. **Connections:** *Important Relationships and Networks – Social Capital*
3. **Confidence:** *Individual level of self-efficacy in a person's ability to engage in this work*
4. **Cognition:** *A person's assumptions, beliefs, and worldview*

ability, capability, capacity



# PROCESS CONDITIONS

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1. *Linked to learning – focus on achievement and teaching and learning goals.*
2. *Relational – build respectful and trusting relationships.*
3. *Developmental – build intellectual, human and social capital of stakeholders to think differently about themselves and their roles in their schools and communities.*
4. *Collective/Collaborative – build learning communities and networks; supports shared learning, enhances social and intellectual capital.*
5. *Interactive – test out and apply new skills based on modeling, practice and engagement.*

# BEYOND RANDOM ACTS

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- *Family and community engagement is siloed into disparate programs that are disconnected from instructional practice and school [improvement] strategies. This state of ‘random acts of family involvement/engagement has to give way to systemic and sustained approaches. (Weiss, Lopez and Rosenberg, 2010).*

# OUTCOMES:

**THE SCHOOL BUILDS CAPACITY FOR MEANINGFUL AND STRENGTH-BASED FAMILY-SCHOOL ENGAGEMENT LINKED TO LEARNING.**

**SCHOOL, FAMILY, AND COMMUNITY SHARE RESPONSIBILITY FOR SUCCESSFUL ACADEMIC LEARNING AND HEALTHY SOCIAL EMOTIONAL DEVELOPMENT.**

SYSTEMS	PRACTICES	DATA
<ul style="list-style-type: none"><li>➤ NYS Learning Standards</li><li>➤ NYS Teaching Standards</li><li>➤ NYS Professional Development Standards</li><li>➤ Teaching and Learning Conditions</li><li>➤ Classroom Family Engagement Rubric</li><li>➤ School-wide Family Engagement Rubric</li><li>➤ Teacher and Principal Evaluation</li><li>➤ DTSTE Inventory</li><li>➤ Early Childhood Education</li><li>➤ Multi-tiered System of Support PBIS, Pyramid Models</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Supportive School Leadership</li><li><input type="checkbox"/> Effective Instructional Practices</li><li><input type="checkbox"/> Common Planning Time</li><li><input type="checkbox"/> Professional Learning Communities</li><li><input type="checkbox"/> Use of Strategies Linked to Learning</li><li><input type="checkbox"/> Teacher Leadership</li><li><input type="checkbox"/> Praxis – Reflection for Action</li><li><input type="checkbox"/> Restorative Practices</li><li><input type="checkbox"/> Professional Development</li></ul>	<ul style="list-style-type: none"><li>❖ Academic Achievement</li><li>❖ Attendance</li><li>❖ Discipline</li><li>❖ Teacher Evaluation</li><li>❖ Parent survey</li><li>❖ Student survey</li><li>❖ Teaching &amp; Learning Conditions Survey</li><li>❖ Climate survey</li></ul>

# KEY LEVERS

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- Labor/Management Collaboration
- School Leadership
- Action Planning
- High Expectations
- Performance Monitoring
- Taking Stock
- Professional Development
- Continuous Improvement
- Use of Data
- Technical Assistance

# JHU Evaluation of Home Visits



12 D.C. public elementary schools

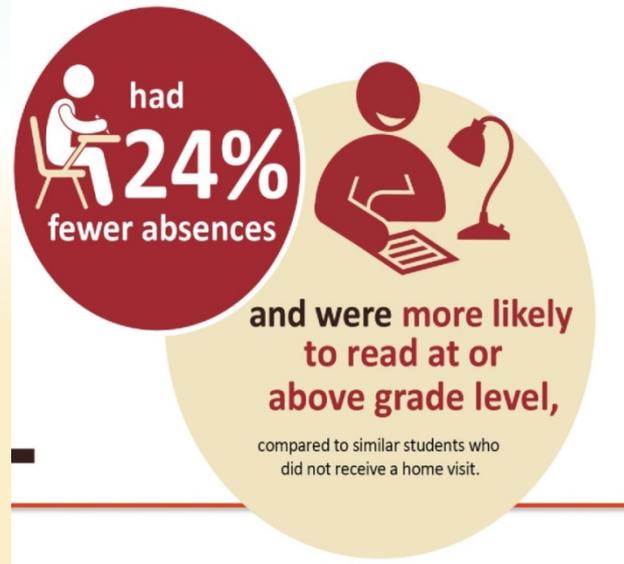


4,000 students

It found that **students whose families received a**

**home visit**

one of the core strategies in the Family Engagement Partnership,



[John Hopkins Study Report](http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf)  
[http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY\\_FINAL-REPORT.pdf](http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf)

# TRAINING FOR FAMILY VISITS

- ***Assumptions and Beliefs:*** Step back and examine cultural assumptions and personal biases we may have toward families, children and communities because of differences, disparities, and experiences.
- ***Conversations and Communications:*** Learn strategies and tips for engaging in authentic conversations that aim to build trust and leverage family and community assets for student learning and success.
- ***Family School Visit Approach:*** Review and understand the six elements of the FSE evidence-based approach to conducting family/school visits. This approach will help you discover how you can be your own best resource to build a trusting relationship between families and schools.
- ***Practice:*** Use the “I Do, We Do, You Do” modeling strategy to apply FSE techniques to build capacity and confidence for family visits.
- ***Reflection:*** Engage in guided reflection to capture important takeaways and insights. Use your insights to support instruction, learning, and student success.
- ***Strategy:*** Use the power of reflection to guide our actions. Team discussions will be used to identify, plan, and implement capacity building strategies for family-school engagement at the class, grade, and school levels.

# WHAT'S THE LINK



- Building meaningful one to one relationships between families and educators to support student learning and their social and emotional development.
- Taking time to have purposeful conversations and reach agreements on how best to collaborate to outcomes for students.
- Identifying and utilizing the families' cultural resources and assets and leveraging them for for student success.

# FAMILY VISITS

## ALL

- Focus on Listening
- Trust-Building & Relationship
- Sharing Hopes & Dreams
- Collaborating & Partnering
- Understanding the Families' Portfolio of Resources and Assets
- Focus on sharing information
- Establishing Communications

### *For Elementary School*

- Promote Good Attendance

### *For Middle Schools - 7 & 8<sup>th</sup> grade*

- Students' Career and College Aspirations
- High School Options – CTE, College Preparation, Specialty Programs, Graduation Pathways

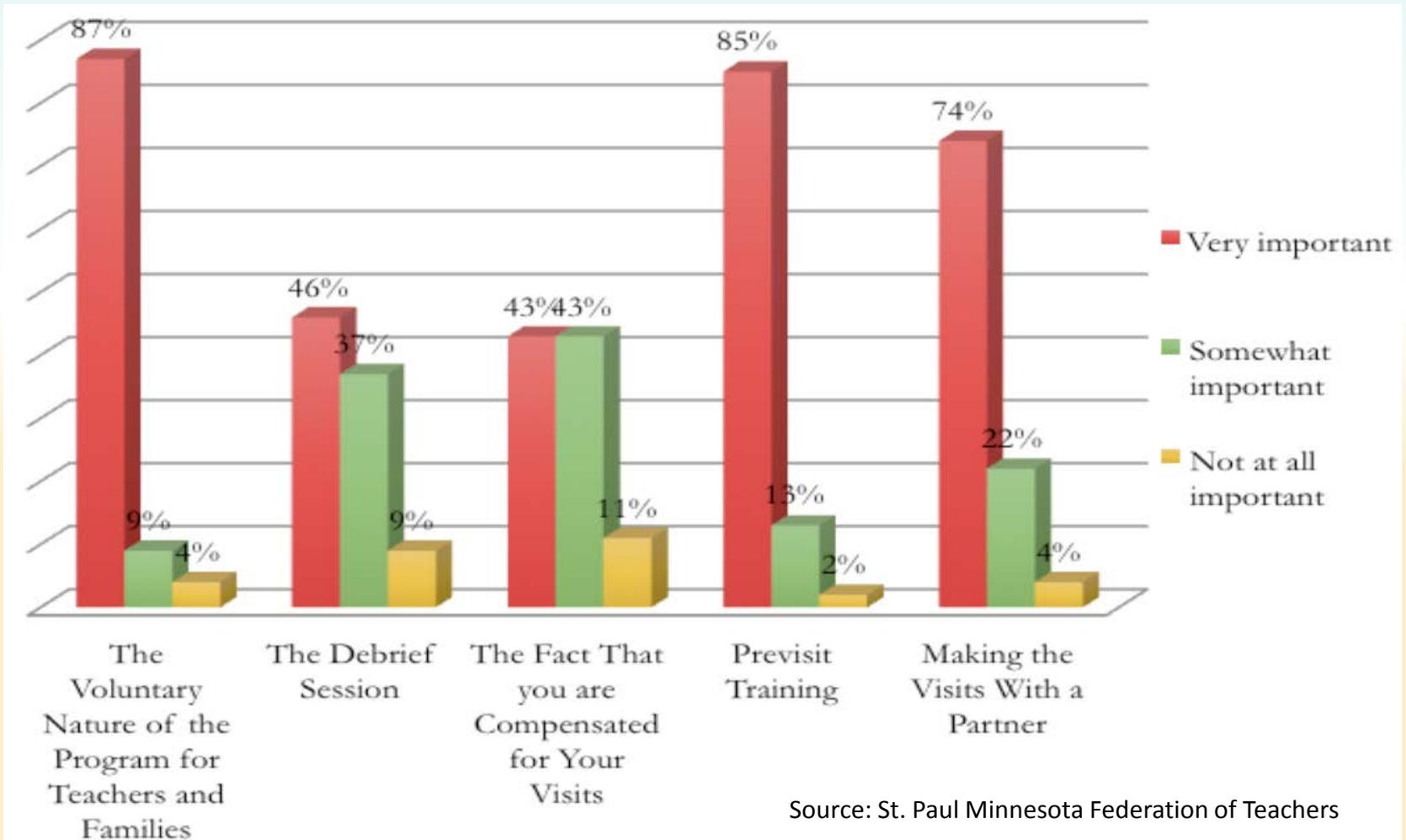
### *For High Schools*

- College & Career Readiness
- Student Achievement
- High School Graduation Requirements
- Support Opportunities for At-Risk Students

# IMPORTANCE OF ELEMENTS

Survey

How important were the following elements of the home visit program to your experience?



Source: St. Paul Minnesota Federation of Teachers

# FROM LOW TO HIGH IMPACT STRATEGIES

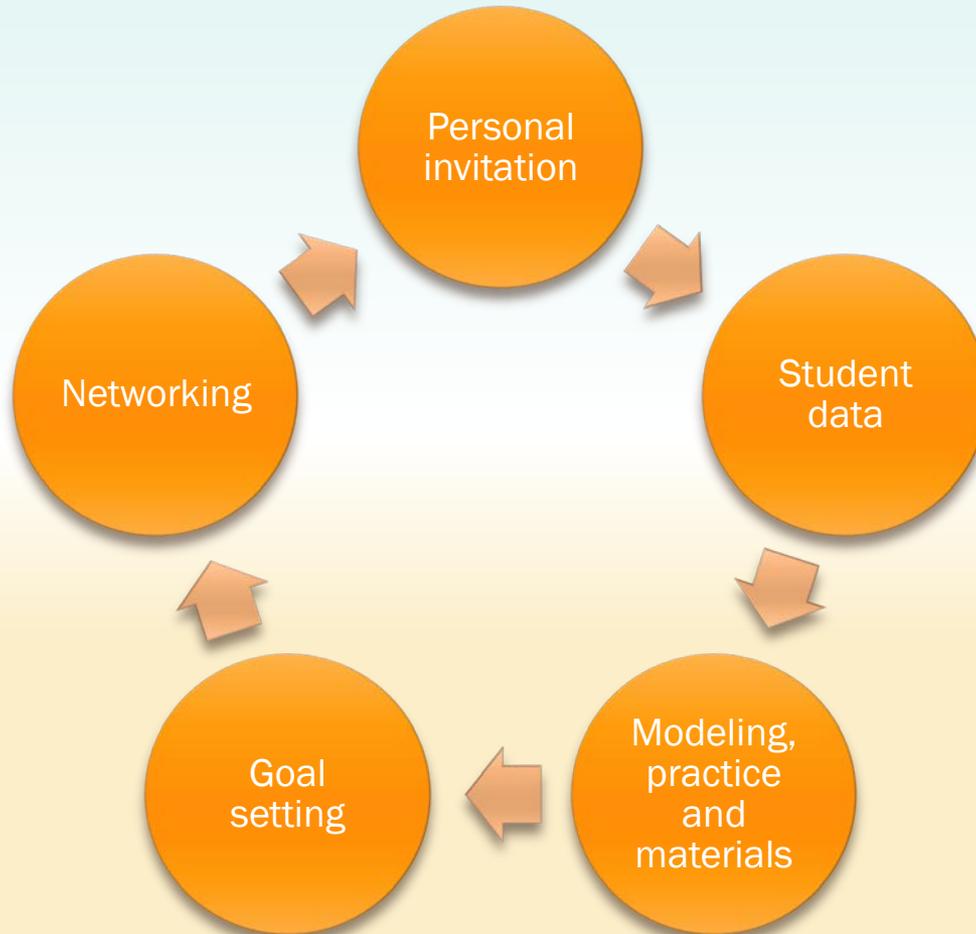
## Parent-Teacher Conferences

- ❑ 30-40 minutes a year of parent-teacher contact time
- ❑ Families receive little help interpreting student data
- ❑ Feedback on student performance is general and not intended to support improvements in student learning.
- ❑ Quality of conference varies from classroom to classroom
- ❑ No measurable outcomes

## Academic Parent-Teacher Teams APTT

- ◆ 4.25 hours a year of parent-teacher collaboration & instructional support time
- ◆ Data drives engagement and improvement
- ◆ Families receive information, tools, and strategies to improve learning outcomes
- ◆ APTT model is implemented with fidelity across classes/grade levels
- ◆ Measurable outcomes

# APTT FRAMEWORK



- ❑ Three 75-minute team meetings
- ❑ One 20- 30-minute individual parent meeting

## APTT Group Meeting Process

- Welcome and Icebreaker
- Review of grade-level foundation skills
- Data review
- Modeling, materials, and practice
- Setting S.M.A.R.T. goals

# WHAT'S THE LINK



- Supports and strengthens relationships building between families and school staff.
- Repurposes valuable time at Open House and Parent Teacher Conferences.
- Leverages what families are already doing to support learning at home.
- Align school and family efforts to improve student achievement and learning outcomes.
- Uses modeling and practice to help families use learning activities at home
- Introduces family school engagement strategies more directly linked to learning and the instructional core.
- Provides an opportunity to build networks and support systems with other families.
- Provides a family friendly way of engaging with, and building confidence.
- Supports capacity building in families in new roles (*leaders, supporters, teachers, decision makers, collaborators, advocates*) that are important for student learning and success.

## Challenges

- Time–capacity building takes time.
- Implementation–new systems & routines to support effort.
- Priorities–too many other school initiatives underway.
- Impact–outcomes & effects .
- Sustainability–resources, time leadership training, practices .
- Effects–ensuring sufficient intensity & duration to achieve effects.
- Contact–families (no answers, disconnected, wrong addresses.)
- Address–underlying explorative. assumptions/expectations-beliefs.
- Training–learning how to do this work .

## Successes

- School/staff buy-in, more confidence.
- Labor/management collaboration.
- Staff willing to adopt new FSE practices
- Changed school calendar to support FSE work.
- Train ensured all FSE elements implemented with fidelity.
- Home visit - All families had “similar” experience; staff persevered to contact; applied what was learned to instruction.
- Continued focus on building trusting relationship.
- Immediate benefits – improved attendance students & families.
- Staff view of families is strength-based
- On-going Professional development
- Change what happened in PTA/PTO



**THANK YOU!**

