

Do Now....

- List up to five events/activities that you currently have for families (think across the entire school year).



- List up to five events/activities that you currently have for families (think across the entire school year).
- Circle all of the activities which fit the following criteria:
 - Families leave knowing -
 - more about what their child should know or be able to do (the learning goals) at that grade/age level.
 - how to employ a new tool or activity at home to support that learning goal.
 - they are welcome to contact you with questions and feedback about learning activities at home.



Building the Capacity for Family Engagement to Enhance Student Outcomes:

What's New, Where Are We Going, and What It Will Take to Get There

**Administrators of Special Education
October 30, 2017**



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What is Family Engagement (FE)?

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01

What is Family Engagement?

Family Engagement is....

- “Any way that a child’s adult caretaker (parent, grandparent, foster parent, sibling, aunt/uncle etc...) effectively supports learning and healthy development at home, at school and in the community.”

Ron Mirr, Scholastic

- FE is a process of building meaningful relationships between families, educators and the community in order to share responsibility for the healthy development and learning of children from infancy into adulthood. This collaborative process contributes to improved student outcomes and takes place in schools, at home, and wherever children learn.

ESE DRAFT



All Families Should....

- Understand what their child should know and be able to do at the end of the year.
- Know how well their child is doing.
- Be given tools to support what their child is learning in the classroom.



Meaningful Family Engagement....

- Requires a shift in mindset
 - From seeing family engagement as an add-on, extra work, a burden, or fundamentally separate from what we are supposed to do as educational practitioners...
 - To seeing family engagement as an essential, fundamental component of proficient and effective teaching and learning practice.



02

Why engage families?

Students with Engaged Families...

- Exhibit faster rates of literacy acquisition
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and have better attendance
- Have better social skills and fewer behavior concerns
- Graduate and go on to higher education

Understand Who Our Parents Are

- All parents and families want to see their children succeed regardless of socio-economic status
- Focusing on demographics and socio-economic status can paint a grim picture
- **If we get to know families we...**
 - **Are less likely to stereotype**
 - **Can challenge and address biases**
 - **Can leverage the strengths and abilities of families**

03

How ESE is supporting Family Engagement

Core Strategies

The goal of the Massachusetts public K–12 education system is to prepare all students for success after high school. Massachusetts has identified five core strategies to accelerate the pace of school improvement towards this goal.



STRENGTHEN STANDARDS, CURRICULUM, INSTRUCTION, AND ASSESSMENT



PROMOTE EDUCATOR DEVELOPMENT



SUPPORT SOCIAL-EMOTIONAL LEARNING, HEALTH, AND SAFETY



TURN AROUND THE LOWEST PERFORMING DISTRICTS AND SCHOOLS



ENHANCE RESOURCE ALLOCATION AND DATA USE



It is our goal to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments that address students' varied needs and improve educational outcomes for all.

Four Areas of Focus

✓ Family Engagement

- Health, Wellness, and Safety
- Social and Emotional Learning Competencies
- School Culture and Climate



Family Engagement Work Group

- Agency-wide work group
 - Define Family Engagement to be used throughout ESE
 - Re-establish the Parent and Community Education and Involvement Advisory Council
 - Provide Family Engagement Professional Development opportunities

The Parent and Community Education and Involvement Advisory Council (PCEI)

- This council advised the Commissioner and Board of Education on matters pertaining to the development of parent and community involvement in education.
 - *The Family, School, and Community Partnership Fundamentals*, reflect the responsibilities, opportunities, and expectations of families, schools, school districts, and communities in partnering together to support student performance and academic achievement
 - Family and Community Engagement Practice Guides (*to be reposted soon)
 - Parent-Teacher Conferences
 - Early Childhood Home Visits

Family Engagement as Part of Educator Evaluation

- **Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.



MA Educator Evaluation Rubric

A. Engagement Indicator

1. Parent Family Engagement

B. Collaboration Indicator

1. Learning Expectations
2. Curriculum Support

C. Communication Indicator

1. Two-Way Communication
2. Culturally Proficient Communication



MA - IEP Improvement Project

- Designed to support the use of best practices in IEP development and ensure that students with disabilities are able to access and participate in the general curriculum and in all aspects of the life of the school
- **Family Engagement Focus: Students and Families**
 - Protect student information through role-based security
 - **Support parent engagement**
 - Tailor the IEP development process to the student's age-related needs, using student available data
 - **Facilitate a whole-student approach to IEP development - developmental, functional, academic and non-academic**
 - **Include integral sections of the IEP development process that require family and student expertise**
 - Customize the IEP development discussion to the specific needs of the student
 - Prioritize student participation and leadership in the IEP development process, especially for students aged 14-22

Leading Educational Access Project (LEAP)

- Studies show that students from low-income families are much more likely to be identified as eligible for special education and much more likely to be placed in substantially separate classrooms than their non-low-income peers
- ESE is working collaboratively with a cohort of Massachusetts districts to assess why and to identify policies, procedures, and practices that are successful in preventing it and increasing supports for this student population.

04

Tools for developing meaningful partnerships

“Instruction alone is not a powerful enough intervention to help **all** students succeed.”

- Paul Reville

Harvard GSE Professor of Practice of Educational Policy and Administration

Former Secretary of Education for the Commonwealth of Massachusetts

Evidence of Family Engagement

- Welcoming Environments – Trusting respectful relationships
- Expectations for engagement practice
- Opportunity for Parent – Teacher co-construction of roles and goals
- Strategies shared to reinforce learning at home and in the community
- Shared power and responsibility for student success and school improvement

Tools for Engagement

- Federal – Office of Special Education Programs (OSEP)
 - Dual Capacity-Building Framework for Family-School Partnerships
- Massachusetts
 - Family School Community Partnership Fundamentals
 - Educator Evaluation Rubrics
 - District Developed Tools

Dual Capacity Frameworks

Researched based:

- Effective home-school partnership strategies
- Parent organizing
- Adult learning and motivation
- Leadership development

Dual Capacity-Building Framework for Family-School Partnerships

The framework is a “**compass**” not a roadmap; a direction for the development of effective high impact strategies and initiatives.

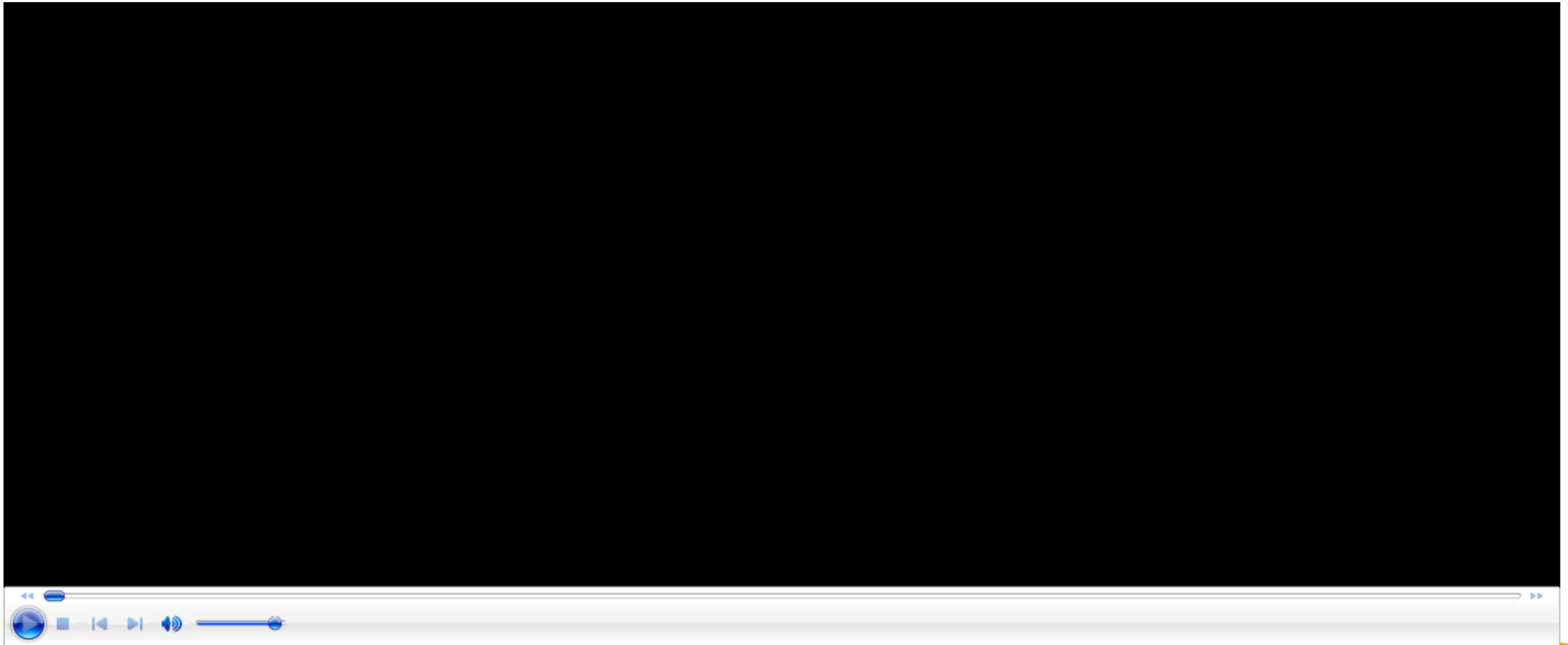


Applying Process Conditions

- Which Process Conditions are evident in the video?
- What kind of support is necessary to produce this result?

Using the Dual Capacity Frameworks to Develop Partnerships

- <https://www.youtube.com/watch?v=1YNsWrFiYfY&t=158s>



Family, School & Community Partnership Fundamentals

- Fundamental 1: Welcoming All Stakeholders
- Fundamental 2: Communicating Effectively
- Fundamental 3: Supporting the Success of Children and Youth
- Fundamental 4: Advocating for Each Child and Youth
- Fundamental 5: Sharing Power and Responsibility
- Fundamental 6: Partnering with the Community

- <http://www.doe.mass.edu/sfs/fscp-fundamentals.docx>

Fundamental 1: Welcoming All Stakeholders

Schools create and ensure a welcoming culture and environment for all families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development.

Educator Evaluation– Teacher Standard III – Indicator III A1 Administrator Standard III – Indicator III A1 Indicators

Indicators	Building Based Recommended Activities	Classroom Based Recommended Activities
<p>A. Creating a respectful atmosphere for stakeholders</p> <p>B. Developing personal relationships</p> <p>C. Providing opportunities for volunteering</p> <p>D. Ensuring accessible programming by removing economic obstacles to participation</p>	<ul style="list-style-type: none"> Put up family friendly signs at school directing parents to the office, cafeteria, gym, auditorium, etc. Signage should also be in the main languages used by the families. <p>Your Ideas.....</p>	<ul style="list-style-type: none"> Teacher “Meet and Greet” – teachers meet with the students and families prior to the opening of the schools and during the school year. <p>Your Ideas</p>

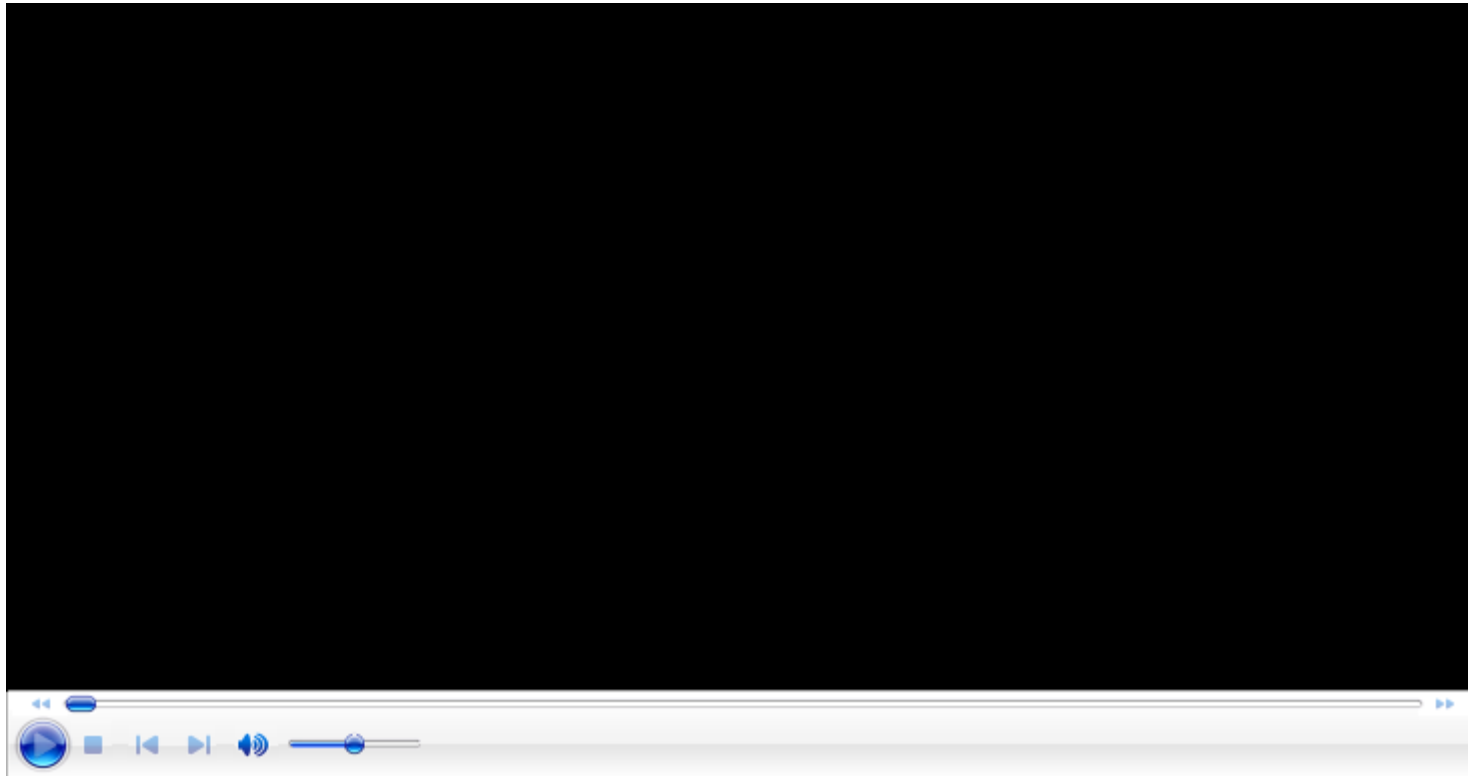
A Toolkit of Resources for Engaging Parents and Community as Partners in Education

1. Building an Understanding of Family and Community Engagement
2. Building a Cultural Bridge
3. Building Trusting Relationships with Families and Community through Effective Communication
4. Engaging all in Data Conversations

- Available at: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509>

Student Led Conference

<https://www.youtube.com/watch?v=xfZe1WWaJzg>



Sample Student Reflection Tool

- Script and Reflection
 - Make sure to include in each section...
 - An explanation of your overall grade
 - Why you earned the grade you did
 - Describe how you feel about the grade (proud, disappointed, accomplished, frustrated, etc...)
 - Action steps to improve
 - At least 4 complete sentences
- Subject _____
- Overall Grade _____
- Participation _____, Practice and Application (HW and CW) _____, Assessment _____
- Something I've done well in class is _____
- Something I need to improve on in this class is _____

THANK YOU

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