Step Three: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)

Application #1: Develop *Technology Partnering Tip Sheet*
Instructions, Ideas

1. Introduction

Application Activity #1: Develop *Technology Partnering Tip Sheet*
This activity is intended to encourage effective technology partnering between home and school. Each district and school has unique resources, policies, procedures, platforms, and practices. This is a new avenue for family, school, and community partnering for many. It is important to consider families and the community in a school or district technology plan, at the system and classroom levels. Providing adult support in using technology is important, as is including students in the communication loops. Several "tiers" of partnering might be considered. It is important to align with confidentiality policies and procedures.

2. Instructions

This activity can be done individually or in groups, as part of training or individual study.

Materials: *MTSS FSCP Partnering Implementation Guide;* existing family-school technology partnering information, data, and materials in a site or situation; other information from the Colorado Department of Education or other resources.

Outcome: Participants create a practical and relevant partnering "technology partnering basics" tip sheet or essential points, which can guide effective partnering technology for all stakeholders.

Instructions: (These can be varied to fit audiences.) Please review information provided in the *MTSS FSCP Implementation Guide,* from CDE, and at a specific site or situation about research-based practices, multi-tiered partnering, and the National Standards for Family-School Partnerships. Collect data as needed. Review school and district technology policies and platforms, existing sources. Know what technology works best for specific families. Choose an intended audience or specific type of technology or both. Ask for stakeholder review and input. Then develop a tip sheet(s) so that practices can be aligned between classrooms, schools, and district and potential resources (technical support, community access etc.) allocated. Think about developing for each tier and the special education process.

Conclusion: Individual, team or organization develops and applies partnering technology tip sheet(s), asks for feedback, and revises accordingly.

3. Ideas from the Field

Because of the uniqueness of each site or situation, specific examples are not provided. Instead, ideas from participants of online and face-to-face trainings are shared below.
- Discuss this topic openly and frequently.

Response to Intervention (RtI) is incorporated within a Multi-Tiered System of Supports (MTSS)

- o There are perceptions and assumptions about how people use and choose to use technology. Conversations are often about internal school use and/or family access, which are important, but the partnering component focus is needed as well.
- Gather data about what is used and what is needed.
- Think about community collaborators as partners – libraries, recreation centers, businesses, day care centers.
- Create an ongoing, multi-stakeholder work group to continually assess, implement and revise technology partnering venues and opportunities – this arena changes quickly!
- Think about how individual classrooms can align effectively with an entire school – easier for families to learn similar systems and expectations.
- Consider families and students as key learners in the school's "virtual classroom".
- The "opportunity gap", when there are socio-economic and language differences, needs to be closed as far as technology – adult learning is a priority; students need access and support in all "their worlds".
- Ask students to help share learning with others through texts, emails, website development; copy them on texts and emails as much as is appropriate.
- Know that almost every family has access to a smart phone – think about apps and texts to share data, learning, and ask for feedback.
- Think about how to make all technology two-way, important to be always hearing from families and other stakeholders.
- Think about texts/websites for posting learning summaries, homework help and tips, featuring students.