



Step One: ENSURE SHARED MTSS AND FSCP KNOWLEDGE OF THE WHAT, WHY, WHO, WHEN, AND HOW

Application Activity #2: Write a Partnering Job Description Instructions, Examples

1. Introduction

Application Activity #2: Write a Partnering Job Description

This activity is related to the “WHO” of family, school, and community partnering (FSCP). A brief, action-based job description can act as a simple daily reminder and stimulate shifts in practice. Ideas from research, stories from the field, partnering measures (more about these in Step Two), and the Colorado Model Evaluation System Professional Rubrics can be used in formulating a role/responsibility description. Students can also have partnering job descriptions. Job descriptions can be for teams, groups, or individuals.

2. Instructions

This activity can be done many ways. One is described below.

Materials: Information on multi-tiered partnering tasks, partnering practices, partnering job suggestions from the field, National Standards for Family-School Partnerships and the Colorado State Model Evaluation System professional rubrics for principals, teachers, and specialized service professionals; 1-2-3 Form; writing utensils.

Outcome: Participants engage in discussing personal and/or team partnering job descriptions. Participants hear varying role actions and have an opportunity to collaborate on creating a mutually developed one, two, or three point job description. This can be for various roles, positions, teams, or groups. The goal is to have one to three prioritized actionable partnering responsibilities. Alternatively, individuals may do this activity on their own.

Instructions: (These can be varied to fit audiences.) Please write down a brief response to “What are the three most important partnering responsibilities for you or your team, organization, or group? Then discuss response with your team (or a neighbor). Create a team or individual priority 1-2-3 after discussing. Share key points with entire group. Optional discussion points: ask whether responses would be different if all were educators or family members or community resources? or any different group from the current one? what would students say? or compare with existing job descriptions.

Conclusion: Individual, team or dyad keeps their responses to re-examine and reflect. Ideally, the priorities will guide personal and group practice, be assessed for validity and helpfulness, and revised accordingly.



3. Examples

- **Role:** Teacher, High School English
Date: 2015-16

1-2-3 Priority

Partnering Job Description:

1. Establish two-way communication and a positive relationship with every family of every student in my classes.
2. Share learning “updates each week” on my class website and in class-wide texts, emails; these will summarize key class topics and assignments so that families can discuss and expand on learning at home; include students in the sharing.
3. Work together with families when a student might first begin to struggle in academic or behavioral learning.

- **Role:** Family Member, Elementary and Middle-School Students
Date: 2015-16

1-2-3 Priority

Partnering Job Description:

1. Talk to my children every day about school and encourage learning; reinforce and expand on specific classroom topics and assignments when available.
2. Ensure homework completion every day, in collaboration with extended family, neighbors, and the school before and after-school program.
3. Establish two-way communication with each teacher, sharing that I consider myself an educational partner in my children’s schooling and ask each how I can support learning at home.

Resources for Writing Partnering Job Descriptions

These resources might be helpful in designing a partnering job description. These are listed below and included in this document for your convenience.

- *Multi-Tiered Family, School and Community (FSCP) Partnering Supports Checklist ITEMS*
- *Partnering Beliefs, Practices, and Needs Assessment (Practices Sections)*
- *Sample MTSS Partnering Job Descriptions from the Field*
- *Colorado State Model Evaluation System Rubrics*
- *National Standards for Family-School Partnerships*



Multi-Tiered Family, School, & Community Partnering Supports Checklist - Items (CDE, 2009)

Universal Supports – All Families/Staff
<p>SCHOOL: Our school administrators and all school staff members are...</p> <ol style="list-style-type: none"> 1. Creating a welcoming, culturally and linguistically responsive environment with multiple visiting and volunteering opportunities (home and school). 2. Providing a shared understanding of the evidence and legal base for partnering. 3. Communicating partnering beliefs: <i>(a) Education is a shared responsibility between home and school; (b) Families are active partners; (c) Student success is always the focus.</i> 4. Integrating partnering practices and language into all documents, procedures, and team processes. 5. Ensuring every family uses the school technology - parent portal, email, website. 6. Ensuring every family member knows the importance of his/her actions in supporting learning at home:<i>(a) Frequent and systematic discussions about school; (2) Encouraging their children regarding schoolwork; and (3) Providing or working with resources to provide supervision, support for homework and after-school time.</i> 7. Sharing the school’s tiered MTSS or RtI framework with all staff and families. 8. Providing family education on learning-related topics, based on identified needs. 9. Including families in school decision-making and on leadership teams (SACs, DACs). 10. Using data systematically to improve and expand family partnering practices. 11. Allocating time for a staff person to support personnel and families in partnering. 12. Collaborating with community resources. 13. Implementing federal and state legislated partnership responsibilities, such as cited in ESEA, IDEA, SB 09-163, SB 09-256, SB 10-191, SB 13-193, ECEA, and READ Act. <p>CLASSROOM: Our teachers and specialists are...</p> <ol style="list-style-type: none"> 1. Contacting every family personally to create ongoing, two-way communication. 2. Ensuring each family, including students, understands class and homework success expectations, and how everyone will partner if a student struggles in learning. 3. Providing information on current learning content, with specific out-of-school coordination strategies and follow-up. 4. Asking families what they need to support learning at home and following up. 5. Sending progress data regularly to families, with opportunities for discussion. 6. Telling students that school and home are working together for their success.
Targeted and Intensive Supports – Some or Few Families/Staff (Includes All Universal)
<p>Our specialists/intervention teams, with teachers and administrators, are...</p> <ol style="list-style-type: none"> 1. Designating people and processes to reach out and individually encourage families and staff who may be hesitant or uncomfortable. 2. Including families as active partners throughout the individualized MTSS (or RtI) problem solving process, providing information and participation in decision-making. 3. Supporting teachers and families in mutually developing and implementing individual student plans such as IEP, RtI, READ, Truancy, and Advanced Learning. 4. Ensuring families understand and participate in the implementation of small group (standard protocol) instructional academic and behavioral interventions. 5. Individualizing family-school partnering plans and support when needed. 6. Providing school, family and community wraparound when needed. 7. Accessing conflict resolution support and processes when needed.



MTSS Family, School, and Community Partnering Beliefs, Practices, and Needs Assessment - Practice Items (CDE, 2009)

Families

1. Talk frequently about school with my student – including encouraging learning and about class topics.
2. Know about my student’s school life – such as classes, activities, classroom rules, and successful homework expectations.
3. Communicate regularly (two-way) with teachers – such as for positive reasons, routine matters, and concerns if needed.
4. Share about my student – such as strengths, challenges, interests, and attitudes about school – with the teachers.
5. Ensure my student completes homework or seek community, school support with this.
6. Ask for information about my student’s learning progress.
7. Problem solve with teachers when there are academic or behavior concerns about my student.
8. Ask teachers what I can do to support my student’s learning at home or through community/school resources and follow up.
9. Visit my student’s school or classroom.
10. Tell my student that the school and our family are working together to help him/her be successful
11. Participate in intervention planning and implementation for my student if indicated (such as in Advanced Learning Plans, Individual Education Programs – IEP, Multi-Tiered System of Supports – MTSS or Response to Intervention – RtI, READ Plan).

Educators and Community Members

1. Provide information to every family on such topics as how to support classroom content and offer encouragement.
2. Ensure every family knows about the student’s school life – such as activities, classroom rules, and successful homework expectations.
3. Communicate regularly (two-way) with every family for positive reasons, updates, and to ask for their feedback.
4. Ask every family to share ideas about the student – such as strengths, challenges, interests, and attitudes about school.
5. Ensure every student completes homework successfully, working with families and school/community supports.
6. Provide information to every family on the student’s progress, using data.
7. Include families in problem solving about their student when I have any academic or behavioral concerns
8. Ask every family what is needed to actively support student learning in the home and/or with community resources and follow up.
9. Visit families in their homes.
10. Tell my students that the school and their families are working together to help them be successful in school.
11. Invite and support families to participate in intervention planning and implementation for their students as indicated (such as in Advanced Learning Plans – ALPs, Individual Education Programs – IEPs, Multi-Tiered System of Supports – MTSS (or RtI) Plans, READ Plans.



Sample MTSS Partnering Job Descriptions from the Field (CDE, 2009)

Sample MTSS (or RtI) Partnering Job Descriptions from the Field

Note: These suggestions have been provided by training and online course participants.

Principal

- ✓ Communicate MTSS tiered/layered partnering philosophy and processes to every staff member, family, and connected community resource
- ✓ Provide permission to shift staff partnering practices, responsibilities and time
- ✓ Support teacher and family needs for training and encouragement
- ✓ Supervise MTSS partnering
- ✓ Include partnering “on the agenda” for meetings and professional development
- ✓ Include partnering in all policies and publications
- ✓ Invite community resources to partner
- ✓ Include National Standards for Family-School Partnerships as guides for implementation in classrooms and throughout the school

Classroom Teachers

- ✓ Engage in two-way communication and relationship building with every family
- ✓ Work together with families to mutually support a struggling student in the universal tier
- ✓ Team with families in the MTSS individualized problem-solving process when a student is struggling
- ✓ Tell students that home and school are partners
- ✓ Share class rules and homework expectations with students and families
- ✓ Encourage learning at home and school every day

Educational Specialists

(Teachers of Gifted/Talented and Students with Disabilities, Related Services, Interventionists)

- ✓ Same as for classroom teachers
- ✓ Explain specific role and expertise to families and community team members
- ✓ Apply specific skills to teaming process

School Mental Health Professionals

(School Psychologists, Social Workers, Counselors)

- ✓ Serve as collaborative consultant/liaison for partnering in MTSS problem-solving process
- ✓ Support school-wide universal, targeted and intensive partnering processes
- ✓ Link families with community resources
- ✓ Provide conflict resolution skills when needed
- ✓ Team with language and cultural liaisons
- ✓ Apply specific skills to teaming process

“Front Line” Staff (Clerical, Custodial, and Cafeteria)

- ✓ “Meet and greet” all families when in building
- ✓ Welcome family volunteers



- ✓ Provide expertise in ensuring all families have access to needed services

Families

- ✓ Share in ongoing two-way home-school communication and relationships with teachers
- ✓ Work together with teachers to support a struggling student
- ✓ Team in MTSS individualized problem solving process when a student is struggling; do this by sharing information and helping plan, implement, and monitor coordinated interventions
- ✓ Tell student that home and school are partnering
- ✓ Support learning at home by (1) communicating about school with frequent and systematic discussions about school, encouragement regarding schoolwork, and providing resources) and (2) supervising homework, TV viewing, and after school activities and (3) implementing or monitoring any planned specific interventions
- ✓ Ask school for help and support when needed

Students

- ✓ Know the school values home-school partnering
- ✓ Share with home about school and school about home, including completing home and class learning assignments
- ✓ Know and advocate for own learning needs at home and school
- ✓ Participate on own planning team if appropriate

Parent-Teacher Organization

- ✓ Reach out to all families
- ✓ Support tiered partnering practices
- ✓ Provide family expertise and “parent-to-parent” support
- ✓ Provide family education opportunities
- ✓ Create a “family center” in the school

Community Resources

- ✓ Know about MTSS and partnering components in the school
- ✓ Support schools and families in communicating and collaborating
- ✓ Help plan, implement, and monitor specific student interventions when appropriate
- ✓ Support school success as a research-based resiliency factor



Colorado State Model Evaluation System Rubrics (CDE, 2015)

Colorado State Model Evaluation System Rubrics

In the State Model Evaluation System, each professional evaluation rubric contains specific components describing effective partnering with families, focusing on student success. It can be helpful to highlight these school-home actions when considering a partnering “job description” as can guide professional growth goal-setting, gathering data or artifacts, continuous improvement, and sharing evidence with supervisors. The first link is a document depicting this highlighting process for principals, assistant principals, and teachers. All professional rubric links are below.

- Highlighted Family Principal and Teacher Educator Effectiveness Components
http://www.cde.state.co.us/rti/co_statemodelevsystem_keyfamilycomponentsnov2014
- Rubric for Evaluating Colorado’s Principals and Assistant Principals
<http://www.cde.state.co.us/educatoreffectiveness/rubric-for-colorado-principals>
- Rubric for Evaluating Colorado’s Teachers
<http://www.cde.state.co.us/educatoreffectiveness/rubric-for-colorado-teachers>
- Rubric for Evaluation Colorado’s Specialized Service Professionals: Audiologists
<http://www.cde.state.co.us/educatoreffectiveness/sspaudiologistrubric>
- Rubric for Evaluation Colorado’s Specialized Service Professionals: Occupational Therapists
<http://www.cde.state.co.us/educatoreffectiveness/sspotrubric>
- Rubric for Evaluation Colorado’s Specialized Service Professionals: Physical Therapists
<http://www.cde.state.co.us/educatoreffectiveness/sspptrubric>
- Rubric for Evaluation Colorado’s Specialized Service Professionals: School Counselors
<http://www.cde.state.co.us/educatoreffectiveness/sspcounselorrubric>
- Rubric for Evaluation Colorado’s Specialized Service Professionals: School Nurses
<http://www.cde.state.co.us/educatoreffectiveness/sspnurserubric>
- Rubric for Evaluating Colorado’s Specialized Service Professionals: School Orientation and Mobility Specialists
<http://www.cde.state.co.us/educatoreffectiveness/sspomrubric>
- Rubric for Evaluating Colorado’s Specialized Service Professionals: School Psychologists
<http://www.cde.state.co.us/educatoreffectiveness/sspppsychologistrubric>



- Rubric for Evaluating Colorado’s Specialized Service Professionals: School Social Worker
<http://www.cde.state.co.us/educatoreffectiveness/sspsocialworkerrubric>
- Rubric for Evaluating Colorado’s Specialized Service Professionals: Language Pathologists
<http://www.cde.state.co.us/educatoreffectiveness/sspslprubric>

National Standards for Family-School Partnerships (PTA, 2008)

National Standards for Family-School Partnerships

Standard 1 – Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2 – Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3 – Supporting Student Success

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4 – Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5 – Sharing Power

Families and school staff members are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6 – Collaborating with the Community Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.