Step Two: USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About How)

Information
Annotated List: Slide Presentation with Notes, Articles, and Data Sources

These materials are intended to provide a shared base of partnering understanding and information, both from the research and the field. The documents purposely include different formats so as to provide the information in various ways to meet a continuum of needs in diverse sites or situations. They are intended to be practical, useable, and shareable. Some are summaries or handouts, some articles, and some can be considered specific tools or measures. Articles or summary documents are listed in alphabetical order by title, with citations listed below annotation. Tools or data sources are categorized by use and/or primary support tier.

Slide Presentation with Notes

- Step Two: USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About How)

    Includes slides and notes ready to be shared with others; can be abbreviated or adapted for a specific site or situation; presents an overview and is referenced.

Articles

- A Conversation with Meghan Dunne, Kindergarten Teacher at Anne Beers Elementary School

    Summarizes a teacher's field-based data about what families need to support students' learning at home and demonstrates how to adjust practices according to data.

    Flamboyan Foundation. (2013) *A conversation with meghan dunne, kindergarten teacher at anne beers elementary school.* Washington D.C.: Author. Retrieved from http://flamboyanfoundation.org/2013/05/08/a-conversation-with-meghan-dunne-kindergarten-teacher-at-anne-beers-elementary-school/

- Casual But Regular Teacher-Parent, Teacher-Student Communication Can Increase Both Engagement and Performance

    Reports on recent research study findings supporting the value of teacher, family, and student two-way communication in increasing homework completion and positive behavior.

    Boynton, C.W. (2013). *Casual but regular teacher-parent, teacher-student communications can increase both engagement and performance.* Storrs, CT: University of Connecticut, Neag School of Education. Retrieved from http://spotlight.education.uconn.edu/2013/casual-but-regular-teacher-parent-teacher-student-communications-can-increase-both-engagement-and-performance/

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- Differentiating Family Supports

    Highlights the importance of individualizing family partnerships in order to be successful, similarly to the differentiation of instruction to meet student needs; aligns with multi-tiered partnering or layers of support.

    Edwards, P.A. (2011). *Differentiating family supports.* In Redding, S., Murphy, M. & Sheley, P. (Eds.) *Handbook on family and community engagement* (pp. 113-116). Lincoln, IL: Academic Development Institute/Center on Innovation and Improvement. Retrieved from http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

- Measuring What Matters: Using Data to Support Family Progress

    Describes a cyclical framework for using data to continually improve partnering. Highlights important components of effective data collection and use, stressing sensitivity to families.

    National Center on Parents, Family, and Community Engagement (n.d.). *Measuring what matters: Using data to support family progress.* Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf

- Self-Efficacy: Up to the Challenge

    Shares research about how teachers and family members must feel confident and valued for partnerships to be effective; focuses on the feelings and thoughts influencing adult behaviors as they work together for students and why it is important to systematically seek related data in planning effective partnering work.

    Hoover-Dempsey, K. (2011). Self-efficacy: Up to the challenge*.* In Redding, S., Murphy, M. & Sheley, P. (Eds.) *Handbook on family and community engagement* (pp. 61-17). Lincoln, IL: Academic Development Institute. Retrieved from http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

Research Brief

- Step Two Research to Practice Brief: USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About How)

    Summarizes information from the literature on how to apply data-based problem solving to family, school, and community partnering as a component of system reform; includes information on the importance of identifying "hurdles" or challenges.

    Colorado Department of Education. (2011). *Effective family-school partnering for students with disabilities: Research review.* Denver, CO: Author.

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Data Sources

Stakeholders can use these data tools to assess current family, school and community partnering efforts and to continually guide action planning, improvement. The intent is that they can be reviewed briefly to see which ones might be of most relevance for a site or situation, then further study and application can ensue for those thought to be most helpful. The first three, under **Key Measures,** are suggested as possibly being helpful to help create a multi-faceted snapshot of various aspects of partnering in any site or situation - individual beliefs, practices, and needs; multi-tiered supports in practice; and identified challenges with suggested solutions. Each of these measures can be used for individual or group action planning. They can be tabulated and disaggregated so as to guide specific analyses and goal setting. The remaining **Additional Instruments** are organized by tiers and purpose, so as to be easily accessed to best serve a site or situation's need for certain kinds of data.

Key Measures

- Challenges and Solutions

  Compares identifying challenges and solutions to a hurdler planning a successful race; asks for prioritization of issues for families and educators, in conjunction with possible solutions.

- Partnering Beliefs, Practices, and Needs Assessment

  Provides questions for family members, educators, and community collaborators about their personal beliefs, practices, and needs as relates to family, school, and community partnering; allows for practice-belief comparisons and identifying possible needs for training and support.

- Multi-Tiered Family, School, and Community Partnering (FSCP) Supports Checklist

  Integrates observable actions identified in the research, National Standards for Family-School Partnerships, and the Dual Capacity-Building framework into tiers to help identify areas of focus and the most effective allocation of resources, training, and support.

Additional Instruments

Universal Tier (School and Classroom)

- **Feedback and Surveys**

  - Colorado Department of Education Parent and Teacher Surveys
    http://www.cde.state.co.us/uip/school_family_community_partnership_survey

    Incorporates the National Standards for Family-School Partnership Goals and Indicators into questions for teachers and families to assess

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partnership efforts; developed by the Colorado Department of Education with expert and stakeholder input.

- o Event Feedback

    Includes specific queries about the effectiveness of a school event such as a conference; is designed to be adaptable to various events and more site or situation-specific questions can be inserted.

- o Guest Response Card

    Asks some concrete questions about school or classroom visits; could be adapted to website or other venues; hopes to emphasize that families are consumers and that their input is valued.

- o MTSS Parent Survey (Spanish)

    Taps various components of partnering practices within an MTSS or RtI framework, Including both academic and behavior learning; designed for family feedback and to help identify strengths and concerns.

- o Student Viewpoint

    Attempts to access the students' perspective in how they see their home and school working together.

- **Planning and Tracking**

    - o Disaggregated Participation Percentages

        Allows for analyzing partnership data by different groups in order to assess effectiveness and identify possible needs for outreach or encouragement.

    - o Document Checklist

        Organizes a way to systematically assess documents, communication, and websites for inclusion of partnering language; suggests that family members or community resources review for clarity and helpfulness.

    - o National Standards for Family-School Partnerships: Tiered Reflection and Planning Tool

        Seeks to help respondents identify and prioritize implementation of the National Standards for Family-School Partnerships across tiers; can be used by individuals (I) or groups (we) and is open-ended to allow specific application for sites or situations.

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- o Partnering Continuum

    Applies a metric to the partnering continuum and allows comparison of educator, family, community and individual perspectives; can be used to measure changes.

- o Positive Behavior Interventions and Supports (PBIS) Benchmarks of Quality - Family Partnering Additions

    Outlines and assesses specific action, which describe family benchmarks of "strategies to share key features of PBIS program with families/communities are developed and implemented" and "plans to involve families/communities are developed and implemented".

- o Staff Self- Reflection Tool

    Provides self-assessment guidance in the implementation of evidence-based practices for staff reaching out to partner with families.

- o Strength and Resource Map

    Provides a way to assess possible partnering resources in a school or classroom community.

- o Team Data Tracker

    Describes how to assess if established school teams, groups, departments, and organizations are including partnering with families and community resources in their work.

- o Two-Way Communication Check Points

    Allows stakeholders to track two-way communication with partners over time.

Targeted and Intensive Tiers

- o Planning Team Feedback

    Provides a simple, brief feedback measure for planning team participants; can be shared electronically.

- o Teaming Roles and Responsibilities Checklists

    Helps define educator and family "jobs" in teaming for student success: allows for discussion and attempts to guide effective collaborative work.

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