OUTCOMES

Participants will…

- Learn about SACPIE
- Understand the WHAT, WHY, and HOW of Partnering with Families to Improve Student Achievement
- Access resources for site or situation

What is SACPIE?

Members
Goal
Standards
Best Practices
Legislation

Strives To Achieve an Overarching Goal

- To partner with Colorado’s families in maximizing the potential of every student by:
  - Reducing dropout rates.
  - Reducing gaps in academic achievement and growth among student groups.
  - Increasing the number of students who continue into higher education.
Includes Members Who Represent…

- Parents and School or District Accountability Committees
- Non-Profit Organizations That Promote Families Who:
  - Have Students with Disabilities
  - Are Underserved
  - Need Support
- Early Childhood
- Statewide Organizations For:
  - Counselors
  - Teachers
  - School Executives
  - School Boards
  - Charter Schools
  - Parents and Teachers
- CDE
- Higher Education (CCHE)
- Human Services

Aligns with the National Standards for Family-School Partnerships

1. Welcoming All Families into the Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with the Community (PTA, 2008)

SACPIE’s 7th Standard: Providing Professional Development and Pre-Service Training for Administrators and Teachers

NEW for SACPIE AND CDE!
Enacting SB 13-193 Concerning Increasing Parent Engagement in Public Schools

- Requires that every district have a parent engagement policy.
- Requires that every district identify a staff family partnership liaison.
- Empowers District (DACs) and School Accountability Committees (SACS) with special protocols if schools are priority or turnaround status.
- Provides for regional staff and family trainings in partnerships.
- Supports family requirements in the READ, Individual Career and Academic Plans (ICAPs), and truancy plans.
- Creates a Family Partnership Director position at CDE to coordinate these efforts and support districts.

SACPIE Supports Best Partnering Practices …

- Apply research and laws to practice
  - Do what works, consistently
- Share knowledge and responsibility
  - Use two-way communication
  - Partner equally
- Use data to make decisions
  - Be strategic and intentional
  - Action plan, based on what exists and what is needed
  - Continuously improve

What is Family, School, and Community Partnering?
Shift Definition

What is your definition of partnering?
Partnering is _____________________.

Resource #1 Definition
A National Shift Based on Time, Research, and Laws

The Six Types of Parent Involvement (Epstein, 1995)
- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision-Making
- Collaborating with Community

National Standards for Family-School Partnerships (PTA, 2008)
- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community

What is the Shift?

Traditional Parent Involvement
- Parents give consent to educational plans.
- Structured volunteering at school.
- Homework is often seen solely as the child’s responsibility, with consequences for lack of completion.

Family Partnering
- Educational plans are jointly developed and delivered.
- Supporting learning at home and school.
- Homework is seen as an important home-school link, with successful completion related to achievement; problem-solving occurs to ensure success.

Partnering Principles

- A struggling student experiences collaborative support and encouragement immediately from home and school, thus staying engaged in learning.
- It is all about ongoing, sustainable, intentional relationships.
- The focus is always on student success - measurable goals, progress data, and doing what works.

Educators, Families, Students, and Community Resources: “On the Team”

On a football team, every player has a job to do and a role to play. Each player is respected for his/her unique expertise. Each player practices and works to become better at executing personal responsibilities. The team works together to obtain the best results possible.
Educators, Families, Students, and Community Resources: “At the Table”

Picture a table where people are discussing a problem.
- Respecting and listening
- Understanding different perspectives
- Focusing on positive outcomes
- Disagreeing at times
- Intentionally working to compromise

Each involved party has a place “at the table,” even if he/she can’t attend. All voices are heard.

Partnering Vocabulary

- Students: What is BEST for OUR students?
- Goals: What do we want to ACHIEVE TOGETHER?
- Input: What do families or schools or communities THINK, FEEL, KNOW?
- Decisions: Are WE ALL “at the table” and “on the team”?
- Roles: How can WE PARTNER around that?
- Responsibilities: What are WE EACH doing?
- Data: How will WE KNOW it is working?

Why Should Schools Partner with Families and Communities?

Time
Research
Laws

Home and school are separate, very different worlds. It is the school’s responsibility to educate children, and the family’s responsibility to see that the children are dressed, fed, and prepared for school.

Schools share the responsibility for education with families. The partnership with families is flexible: on some issues the parents will be the more active partner and on others, the school will be.

Adapted from Henderson et al., 2007 and PEAK Parent Center

Resource #2
Family-School Partnering Continuum

Where are you and your school on the partnering continuum? Give a number for you and one for your school.

Home and school are separate, very different worlds. It is the school’s responsibility to educate children, and the family’s responsibility to see that the children are dressed, fed, and prepared for school.

Research
Student Achievement

- On the Colorado TELL Survey, the teaching condition with the strongest connection to high student achievement is:
  Community Support and Involvement
  ...whether parents/guardians in the community are engaged, influential, and supportive of teachers and schools – across all school levels.

(New Teacher Center, 2012)
What: Sample Administrator District/School Letter

Why: A continuing partnering message from a district or school leader gives permission for everyone to partner, universally. A partnering vocabulary, two-way communication potential, and consistency to all stakeholders provides the frame to work together for student achievement. It serves as a model and guidance document, for others to emulate and enact.

How (Potential Uses):
- Preview by families, community members, staff, & students for input.
- Publish in numerous venues, both hard copy and electronically.
- Ask student to read also, as are family members and partners.

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Research

Student Achievement

Factors Influencing Achievement

1. Guaranteed and Viable Curriculum
2. Challenging Goals/Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism
6. Instructional Strategies
7. Classroom Management
8. Classroom Curricula Design
9. Home Environment
10. Learned Intelligence/Background Knowledge
11. Motivation

---

Research

Student Achievement

Home Environment Components That Work At ALL LEVELS:

Supporting School at Home

1. Communication About School – Frequent, Systematic, and Encouraging
2. Supervision of homework, TV viewing, after-school activities (including community partnering)

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Research

Home Environment Components

Homework has a positive effect on achievement. The key is in the design.

- Communicate regularly about homework expectations – two-way!
- Guide families in supporting learning at home.
- Jointly problem-solve concerns early.
- Try Interactive Homework (TIPS – Teachers Involving Parents in Schoolwork).

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Research

Home Environment Components

The C’s:

- Coordinated or Connected
- Continuous or Complementary
- Congruent or Consistent Learning

- Practice increases memory traces and fluency.
- Applying learned knowledge in the real world reinforces concepts.
- Summarizing information forces more in-depth processing.

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Resource #4

Sample Teachers Involving Parents in Schoolwork (TIPS) Assignment

What: Sample TIPS Assignment

Why: Data about what the family is seeing at home can be used to better understand the student and guide future instruction, homework assignments. Learning time with adults is expanded.

How (Potential Uses):
- Teacher teams can design together for specific content; they can have in advance and share resources.
- Data (i.e., number of families participating, feedback) can be collected and shared with stakeholders.
- Families can share what they need to support learning at home, perhaps leading to workshops.
- Students can “report”.

---

Resource #4

Sample Administrator District/School Letter

What: Sample Administrator District/School Letter/Email/Website

Why: A continuing partnering message from a district or school leader gives permission for everyone to partner, universally. A partnering vocabulary, two-way communication potential, and consistency to all stakeholders provides the frame to work together for student achievement. It serves as a model and guidance document, for others to emulate and enact.

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Research

Student Achievement

Reaching Out to Every Family for Every Student

- Families who perceive teachers as valuing their contributions, keeping them informed and providing them with suggestions, participate more in student learning. (Patrikakou & Weissberg, 2000)
- School-initiated, specific programs which involve families in student learning at home are significantly and positively related to academic achievement for students at all levels. (Jeynes, 2012)

Resource #5

Family Sharing Sheet

What: Family Sharing Sheet

Why: Asking for input from students and families can send a message of teaming and two-way communication. Students can observe their teachers and families sharing information. Families learn more about their role.

How (Potential Uses):
- Send home at the beginning of the year to set the tone for information sharing.
- Ask for student and/or family support in development.
- If numerous teachers, maybe have one sheet on file in the counseling office – or families have the choice of completing one for each teacher as subjects, input may vary.
- Adapt to a specific content such as “science”.

Research

Student Achievement

Finding Solutions

- Educators and families need:
  - Defined roles and responsibilities
  - Workable times and logistics
  - Self-confidence. (Hoover-Dempsey, Whitaker & Ice, 2010)
- When students struggle in school, the most effective interventions are when families and school personnel work together, use two-way communication, and implement mutually developed plans and strategies (Cox, 2005)

Laws

Informed by Research, Focused on Results

- Federal:
  - Elementary and Secondary Education Act (ESEA)
  - Individuals with Disabilities Education Act (IDEA)
  - Workforce Investment Act (WIA)
- Colorado:
  - Individual Career and Academic Plan (ICAP) (SB 09-256)
  - Education Accountability Act (SB 09-163)
  - Educator Effectiveness (SB 10-191)
  - READ Act (HB 12-1345)

Everyone Has A Partnering Role and Responsibility!

Administrators are KEY!

How About in Your District or School?

<table>
<thead>
<tr>
<th>SCHOOL/DISTRICT</th>
<th>HOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Leader/Principal</td>
<td>Family</td>
</tr>
<tr>
<td>Teacher</td>
<td>Student</td>
</tr>
<tr>
<td>Specialist</td>
<td>Community Members</td>
</tr>
<tr>
<td>School Mental Health</td>
<td>FTA/PTO</td>
</tr>
<tr>
<td>&quot;Front Line Staff&quot;</td>
<td>Other</td>
</tr>
</tbody>
</table>

LAWs: ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA 2002)

Defines parent involvement as:
- Regular, two-way and meaningful communication
- An integral role in assisting with their child’s learning
- Full partners in their child’s education

First Ever Statutory Definition in the Law!
Laws
Colorado Read to Ensure Academic Development (READ) Act (2012)

The parent plays a central role in supporting the student’s efforts and so parents will:
- Help develop the READ Plan;
- Be given strategies to use at home in supporting the student’s reading success;
- Be encouraged to work with the student’s teacher in implementing the READ Plan;
- Receive ongoing, regular, updates and communication concerning progress.

(HB 12-1238)

Resource #6
READ Plan Feedback

- What: READ Plan Feedback
- Why: When there is individual planning around a student’s reading success, there are often several partners – families, specialists, community resources, & students. Each may have different expectations, viewpoints, & roles. It is helpful to assess the shared understanding so that the student is positively supported in every way with clarity and consistency.
- How (Potential Uses):
  - Provided at the end of a meeting or sent (email, Survey Monkey, U.S. Mail) shortly after one.
  - Used to improve meetings and effectiveness of planning.
  - Shared with team at beginning so serves as meeting process goals.
  - Adapted for more general planning meetings with varied stakeholders.

Laws
Colorado Individual Career and Academic Plans
ICAP (2009)

- Each school district:
  - ensures every student and their parents or legal guardians has access to and assistance in the development of an ICAP;
  - provides ICAP access and assistance, at a minimum, annually in grades nine through twelve, and should include the students and parents or legal guardians;
  - Ensures that each student and their parents or legal guardians receive advising regarding the relationship between the ICAP and postsecondary goals and expectations.

(SB 09-256)

Laws
Colorado Educator Effectiveness (2010)

- Principal Quality Standards: Principals design and/or utilize structures and processes which result in family and community engagement, support, and ownership for the school.
- Teacher Quality Standards: Teachers provide proactive, clear, and constructive feedback to families about student progress and work collaboratively with families and significant adults in their lives.
- 7.01. Districts and schools shall create systems and structures that focus on providing parents with meaningful opportunities to support the academic achievement and growth of their children.

(SB 10-191)

Resource #7
Staff Reflection Tool

- What: Staff Reflection Tool
- Why: Many educators have not had formal preparation in partnering with families. According to research, it is important to develop confidence, skills, and understand specific responsibilities.
- How (Potential Uses):
  - Study and discuss in a faculty, team, or department meeting.
  - Use of Staff Reflection Tool as a personal data source counting the “yes” answers and relating to professional development, evaluation.
  - Adapt a version that fits you and your community, with others’ input.
  - Put in a convenient location as a “reminder” (for you and others) of possible language and actions, especially if trying new processes.

How Can Families, Schools, and Communities Partner in Improving Student Achievement?

Resources
- Tiers
- Data
- Plans

Families, Schools, and Communities Fostering Student Success
Tarzan Principle: Link It All Together and Move Away from "Random Acts" of Partnering to Intentional, Sustainable Practices

- SB13-193
- UIP
- Title Programs
- READ Act
- Postsecondary Workforce Readiness: ICAP
- Accountability
- Colorado Academic Standards
- Educator Effectiveness
- MTSS: RtI, PBIS, Special Education

Resource #8
Challenges & Solutions: Plan for Hurdles

Please identify the most significant partnering challenge in your situation for families and educators, then at least one solution.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

Multi-Tiered Family & Community Partnering Practices

<table>
<thead>
<tr>
<th>Intensive Tier - FEW (includes all Universal, Targeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized school and community partnering for a few families, students and school staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Tier - SOME (includes all Universal)</th>
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</thead>
<tbody>
<tr>
<td>Related school/community outreach and problemd-solving, partnering for some families, students and school staff.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Universal Tier - ALL/EVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive school climate with school-wide efforts to welcome, include, and support every student and family; stated beliefs that: (1) education is a shared responsibility between families and schools; (2) families are equal partners; (2) student success is always the focus; each classroom provides coordinate learning opportunities for home and school.</td>
</tr>
</tbody>
</table>

Resource #9
Multi-Tiered Partnering Practices Checklist

- **What**: Multi-Tiered Partnering Practices Checklist
- **Why**: Every school in Colorado must have a Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS). It is often helpful to think about the more you do at the Universal level, the more that is then in place throughout the tiers. Thinking about tiers helps in allocating resources to reach every family.
- **How (Potential Uses)**:
  - Use As An Artifact in Educator Evaluations, Review in PLCs, Share with Families & Colleagues
  - Identify Existing Practices: Assess current practices using varied data sources; identify strengths and concerns.
  - Insure Shared Knowledge if NEEDED: Provide research, rationale, and definition for family-school partnering to staff, families, and students.
  - Set Measurable Outcomes: Prioritize goals.
  - Implement Action Steps: Identify specific, measurable, actions with resources and data tools; follow plan, evaluate and revise for continuous improvement.

Partner Data-Based Action Planning

Use As An Artifact in Educator Evaluations, Review in PLCs, Share with Families & Colleagues

- **USE AND SHARE YOUR DATA!**
Tiered Action Plans

Resource #10

Please Leave With Ideas That Might Work for You…

What are your next steps?

1. 
2. 
3. 

Thank You!

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Disclaimer: The views and opinions expressed in this presentation are those of the State Advisory Council for Parent Involvement in Education (SACPIE) and do not necessarily reflect the official position or policy of the Colorado Department of Education or the Colorado State Board of Education.

Families, Schools, and Communities Fostering Student Success

References
