State Advisory Council on Parent Involvement in Education (SACPIE)

Partnering with Families to Increase Student Achievement: What, Why, and How

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Families, Schools, and Communities Fostering Student Success

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Welcome and Introductions!

Families, Schools, and Communities Fostering Student Success

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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

Families, Schools, and Communities Fostering Student Success

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Partnering for Student Achievement SACPIE and CDE Resources (What You Will See Today…)

- SACPIE Website: CDE Commissioner of Education Webpage
  http://www.cde.state.co.us/SACPIE/index.asp
- Multi-Tiered Family, School, and Community Partnering (CDE): RtI Webpage
  http://www.cde.state.co.us/RtI/Family.htm
  - Face-to-Face Trainings
  - Online Courses
  - Webinars (Archived)
  - Support Network
  - Online Materials
  - *Response to Intervention (RtI) Family & Community Partnering: "On the Team and At the Table" Toolkit*

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What is SACPIE?

Members
Goal
Standards
Best Practices
Legislation

Families, Schools, and Communities Fostering Student Success

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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.

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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

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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

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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.

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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

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

Families, Schools, and Communities Fostering Student Success

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Resource #1 Definition

What is your definition of partnering?

Partnering is _____.

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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

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What is the Shift?

Traditional Parent Involvement

- Parents
- Schools are responsible.
- School-initiated, set formal meetings.
- School to home, one-way communication.

Family Partnering

- Family
- There is shared responsibility.
- Flexible hours and meeting venues.
- Ongoing two-way communication.

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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 and communication tool, with successful completion related to achievement; problem-solving occurs to ensure success.

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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.

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Partnering Principles

- Cultural and linguistic differences are directly addressed because:
  - students see their worlds working together;
  - there is a forum to understand the culture of the family and the culture of the school. (Garcia Coll & Chatman,2005)
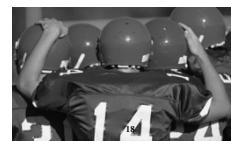
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Educators, Families, Students, and Community Resources: "On the Team"

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.

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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.

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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?

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Why Should Schools Partner with Families and Communities?

Time
Research
Laws

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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.

1 ←——→ 10

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.

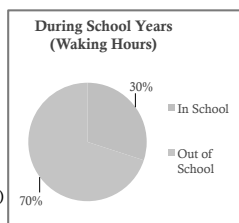SACPIE Adapted from Henderson et al., 2007 and PEAK Parent Center 22 CDE. 2013

Time
Coordinated Learning Between Home and School

Students Spend More Than 70% Of Their Waking Hours Outside of School.

(Clark,1990; Callender & Hansen, 2004)

During School Years (Waking Hours)
- 30% In School
- 70% Out of School

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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)

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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.

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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Student Achievement

Factors Influencing Achievement

RESEARCH

School

Teacher

Student

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

RESEARCH

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(Marzano, 2003)

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)

(Marzano, 2003)

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Research
Student Achievement

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).

(Van Vooris, 2011)

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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".

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Research
Student Achievement

The C's: *Coordinated* or *Connected* or *Continuous* or *Complementary* or *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.

(Gage &Berliner, 1998)

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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)

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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".

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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)

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Everyone Has A Partnering Role and Responsibility!
Administrators are KEY!

How About in Your District or School?

SCHOOL/DISTRICT	HOME
District Leader/Principal	Family
Teacher	Student
Specialist	Community Members
School Mental Health	PTA/PTO
"Front Line Staff" (Clerical etc.)	Other

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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)

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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!

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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)

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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.

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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)

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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)

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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 Self-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.

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

Resources
Tiers
Data
Plans

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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

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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.

	Challenges	Solutions
Family		
School		

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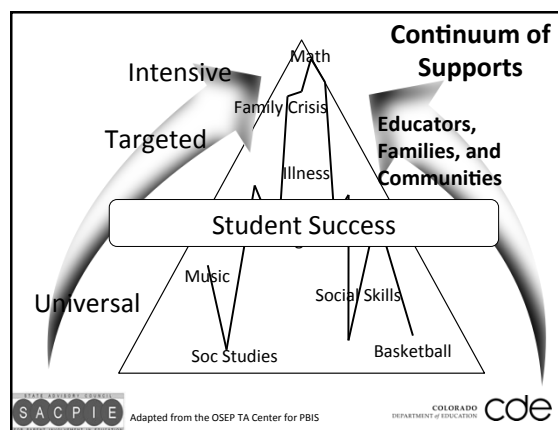## Multi-Tiered Family & Community Partnering Practices

Intensive Tier - FEW (includes all Universal, Targeted)
Individualized school and community partnering for a few families, students and school staff.
Targeted Tier - SOME (includes all Universal)
Focused school/community outreach and problem-solving partnering for some families, students and school staff.
Universal Tier – ALL/EVERY
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; (3) student success is always the focus;* each classroom provides coordinate learning opportunities for home and school.

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Continuum of Supports

Intensive
Targeted
Universal

Math
Family Crisis
Illness

Educators, Families, and Communities

Student Success

Music
Social Skills
Soc Studies
Basketball

SACPIE   Adapted from the OSEP TA Center for PBIS

COLORADO DEPARTMENT of EDUCATION cde

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):**
  - Ask each staff member to complete and then analyze, share data.
  - Ask families to complete and then analyze, share data.
  - Use in PLC meetings to guide discussion, actions.
  - Use as a baseline to prioritize and plan actions.
  - Adapt a version that fits you and your community, with others' input.

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Partner Data-Based Action Planning
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.

USE AND SHARE YOUR DATA!

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Resource #10
Tiered Action Plans

Sample Data-Based Action Plan
Family, School, and Community Partnering: Universal Tier
INSTRUCTIONS: Please use existing and collected data to prioritize partnering outcomes and steps. Identify data tools, implement, and evaluate effectiveness. This plan can be used by individuals or groups for continuous improvement and as a component in the body of evidence for such processes as the Unified Improvement Plan (UIP) or Educator Effectiveness.
School:_____ Team/Group/Staff Member(s):_____ Planning Date:_____ Review Date:_____

IDENTIFY. (Date and Attach Applicable Data Sources)

ANALYZE. (Provide Relevant Data Points) STRENGTHS:
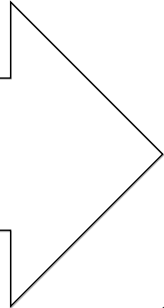CONCERNS:

IMPLEMENT. Prioritized Measurable Outcome:

IMPLEMENT. Prioritized Measurable Action Steps	Responsibilities "Who Will Do It?"	Resources Funding, Time, People, Materials	Timeline By When Day/Month	Data Tool Measure to Be Used
1.				
2.				
3.				

EVALUATE. Data Points: Outcome_____ Action #1_____ Action #2_____ Action #3_____ Was the plan implemented as described?_____ Were there sufficient data?___ Was the specific measurable outcome reached?_____ Were the essential knowledge/skills demonstrated?___ Were resources appropriately allocated?___ NEXT STEPS:

Please Leave With Ideas That Might Work for You…

What are your next steps?
Data? Resources?

1.
2.
3.

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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.

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