Multi-Tiered
Family, School, and Community
Partnering (FSCP):
"**On the Team and**
At the Table"

Stakeholder Training
2012 -2013

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Welcome & Introductions

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IDEAs
that Work
U.S. Office of Special
Education Programs

The contents of this presentation were developed under a grant
from the US Department of Education, #H323A090005.
However, these contents do not necessarily represent the
policy of the US Department of Education, and you should
not assume endorsement by the Federal Government.
Project Officer, Jennifer Coffey, PhD.

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Thanks to the Following Partners for Their Time and
Input in Developing the CDE FSCP Module
(basis for this presentation)

- Colorado Department of Education
    - Exceptional Student Services Unit
    - Early Childhood Unit, Office of Teaching and Learning
    - Gifted Education Unit
    - Language, Culture and Equity Unit
    - Prevention Initiatives
- Colorado Parent Information and Resource Center (CPIRC)
- Colorado Special Education Advisory Committee (CSEAC)
- Denver Metro Community Parent Resource Center (Denver Metro CPRC)
- PEAK Parent Training and Information Center (PTI)
- Numerous family advocates, professionals, other interested individuals

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Colorado Department of Education

Vision

All students in Colorado will become educated and productive citizens capable
of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education
system that prepares students for success in a globally competitive world.

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Statewide Goals

1. Successful Students
2. Great Teachers and Leaders
3. Outstanding Schools and Districts
4. Best Education System in the Nation

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1. Successful Students

- **Prepare students to thrive in their education and in a globally competitive workforce.**
  - Ensure **every** student is making adequate growth to graduate from high school postsecondary and workforce ready.
  - Increase achievement for all student and close achievement gaps.
  - Ensure students graduate ready for postsecondary and workforce success.
  - Increase national and international competitiveness for all students.

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Outcomes

- Participants will…
  - Learn a new acronym (FSCP)
  - Understand family-school partnering definitions, research, legal mandates, challenges and solutions;
  - Learn about family, school, and community partnering in the multi-tiered framework, including sample tools and resources, with specific application to special education
  - Begin to develop an action plan for tiered family and community partnering, including personal and team perspectives.

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"Tell Me I Forget.
Show Me I Remember.
Involve Me I Understand."
(Chinese Proverb)

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Presentation At A Glance
"Honoring Your Time"

- Presentation Topics
  - Definition
  - Rationale
  - Challenges and Solutions
  - Multi-Tiered Partnering
  - Action Plan

- Activities
- Toolkit Tour

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Speak Up…

http://www.youtube.com/
watch?v=v-FKs2RWtGQ

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Colorado Multi-Tiered Model of Instruction & Intervention

Intensive Level
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on on going progress monitoring and/or diagnostic assessment.

1-5%

Targeted Level
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make

5-15%

Universal Level
ALL students receive research-based, high quality, general education that incorporates on going universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.

80-90%

Academics
and/or
Behavior

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Six Essential Components of Colorado Response to Intervention (RtI)

- Leadership
- Curriculum & Instruction
- Problem-Solving Process
- Progress Monitoring
- School Culture & Climate
- **Family and Community Partnering**

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Core Colorado RtI Principles

We Believe…
- ALL children can learn and achieve high standards as a result of effective teaching.
- All students must have access to a rigorous, standards-based curriculum and research-based instruction.
- Intervening at the earliest indication of need is necessary for student success (PreK-12).
- A comprehensive system of tiered interventions is essential for addressing the full range of student needs.
- Student results are improved when ongoing academic and behavioral performance data are used to inform instructional decisions.

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Core Colorado RtI Principles

- **Collaboration among educators, families, and community members is the foundation to effective problem-solving and instructional decision-making**
- **Ongoing and meaningful involvement of families increases student success**
- All members of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of RtI.

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SLD Criteria: State/Public Agency Requirements (Federal Rule 300.307, 2006)

- A State must adopt … criteria for determining whether a child has a specific learning disability.
- The criteria must not require the use of a severe discrepancy between intellectual ability and achievement.
- The criteria must permit the use of a process based on the child's response to scientific, research-based interventions.
- **A public agency must use the State criteria adopted.**

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The Law

Colorado Rules for the Administration of the Exceptional Children's Education Act (ECEA) – Specific learning Disabilities (CDE, 2007)
- 2.08(6)(b)(iii)(B) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in section 2.08(6)(b)(i) when using a **process based on the child's response to scientific, research-based intervention {RtI} as determined by a body** of evidence demonstrating…
- Please refer to Guidelines for Identifying Students with Specific Learning Disabilities. {CDE, 2008a}

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Amended Rules for the Administration of Colorado ECEA

- Final approval by State Board of Education – November 8, 2007.

- Effective date following final approval by Attorney General and publication in the Colorado Register – December 30, 2007.

- Date by which all Administrative Units must implement the new SLD Criteria – August 15, 2009.

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Colorado READ Act (2012)

If a student's reading skills are below grade level expectations…the local education provider **shall ensure that the student receives appropriate interventions through an RtI (or comparable) framework…**

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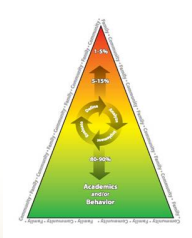
Eight Guiding Practice of School-wide PBIS

1. Administrative Leadership
2. Team Implementation
3. Define Concrete Expectations
4. Teach Behavior Expectations
5. Acknowledge and Reward Positive Behavior
6. Monitor and Correct Behavior
7. Use Data for Decision Making
8. **Family and Community Partnerships**

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PBIS

The Mission of Colorado Positive Behavioral Interventions and Supports (PBIS) Initiative is:

to support and assist school districts in establishing and maintaining effective school environments that maximize the academic achievement and social, emotional, and behavioral competence of all learners in Colorado.

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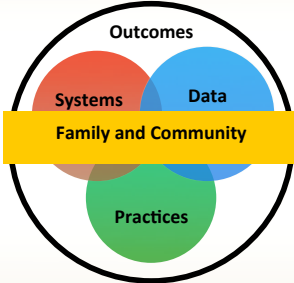
Integrated Elements

Supporting Social Competence & Academic Achievement

Outcomes

Systems — Data

Family and Community

Practices
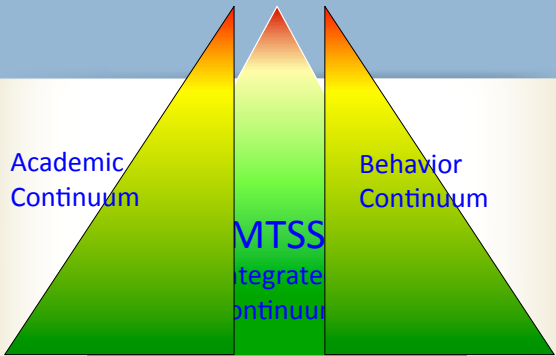
Supporting Adults

Supporting Decision Making

Supporting Students

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Colorado PBIS # of Implementing Sites by Year

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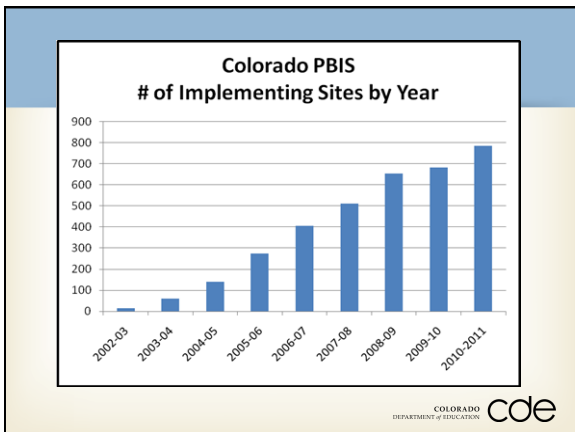
Academic Continuum

Behavior Continuum

MTSS Integrated Continuum

Adapted from the OSEP TA Center for PBIS

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Multi-Tiered System of Supports

Academic
Supports

RtI

Family & Community
Partnering Supports

PBIS

Behavior
Supports

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Colorado RtI Video
Meeting the Needs of All Students

http://www.cde.state.co.us/media/
rti/rtivideo/rti.htm

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Definition

"Partnering is a relationship involving close cooperation between parties having joint rights and responsibilities."
(Christenson & Sheridan, 2001)

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Activity#1 Definition

What is your definition of partnering?

Partnering is _____.

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Activity #2

■ Examine Your Own Attitudes and Assumptions…

Special thanks to the Colorado Parent Information and Resource Center for this activity (www.cpirc.org)

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Perceptions and Assumptions

www.cpirc.org

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Labeling Activity

www.cpirc.org · COLORADO DEPARTMENT of EDUCATION · cde

Activity #2 (Closure)

Listen to a Story...

"Lead Others By Looking In Their Eyes"

www.cpirc.org · COLORADO DEPARTMENT of EDUCATION · cde

Take a Break

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Door Prize

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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. (Coll & Chatman, 2005)

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Partnering Vocabulary

- **Words:** "WE", "OUR", "US"
- **Goals:** What do we want to ACHIEVE TOGETHER?
- **Roles:** How can WE PARTNER around that?
- **Data:** How will WE KNOW it is working?
- **Input:** What does the family or school or community resource THINK, FEEL, KNOW?
- **Decisions:** WE ALL are "at the table" and "on the team".
- **Responsibilities:** What are WE EACH doing?
- **Students:** What is BEST for OUR student?

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A Research-Based Partnering Definition

Family and Community Partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes.

In effective partnering, each stakeholder shares responsibility for learners' success by:
- establishing and sustaining trusting relationships;
- understanding and integrating family and school culture;
- maintaining two-way communication;
- engaging in collaborative problem-solving:
- coordinating learning at home, school, and in the community, using data;
- acknowledging and celebrating progress.

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Activity #3
How Do You Partner Now?
Complete Survey and Share

Please complete the *Planning Team Feedback* as you remember your most recent experience...

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Rationale

"...parents are a child's first teachers..."
(Adams et al., 2003)

Research, Law, and the Shift

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The Research: Summary of 40 Years

- **For Students:**
  - Higher achievement, more homework completion, come to school more and stay in school longer, observing more similarities between home and school

- **For Families:**
  - Becoming more supportive of child and teachers, becoming more confident in how to help child learn, learning more about education programs

- **For Teachers and Schools:**
  - Improved teacher morale, higher ratings of teachers by parents, parents support schools and bond issues

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The Research:
Why Partnering Works
and What It Looks Like
In Everyday Practice

- Time
- Student Achievement
- Every Family, Every Student

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Slide 1: Students' Time (from Clark, 1990)

Birth to 18
- In School: 9%
- Out of School: 91%

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

"Time is Our Currency" - George Batsche

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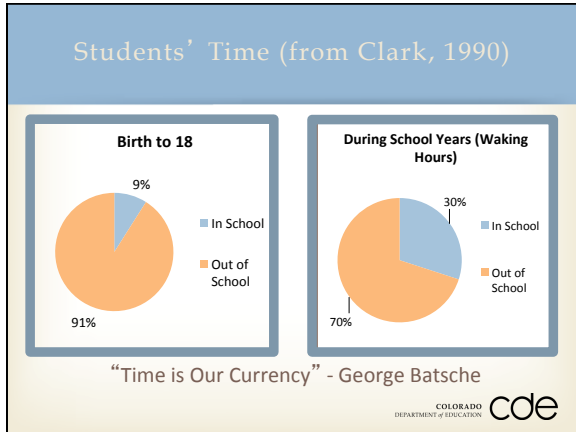
Slide 2: Student Achievement

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

School / Teacher / Student

RESEARCH

(Marzano, 2003)

Slide 3: 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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Slide 4: Student Achievement

Homework has a positive effect on achievement. The key is in the design.
(Epstein & Van Voorhis, in press)

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

(Van Vooris, 2011)

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Slide 5: Student Achievement

Why Family-School Partnering Works?
The C's: *Coordinated* or *Connected* or *Continuous* or *Complementary or Congruent* or *Consistent* Learning

- Students learn and retain skills more effectively. (Sheridan, 1997)
- Practice increases memory traces and fluency. (Gage & Berliner, 1991)
- Applying learned knowledge in the real world reinforces concepts. (Gage & Berliner, 1991)
- Summarizing information forces more in-depth processing. (Gage and Berliner, 1991)
- Adults who care make an emotional and motivational difference! (Pianta et al.,1996)

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Slide 6: Every Family, Every Student
Diversity in Learning, Culture, Language, Age

- School practices (such as frequent communication) are a stronger predictor of parent involvement than parents' educational level, income status, or ethnic background. (Epstein, 1991)
- Parents, regardless of educational level, income status, or ethnic background, want their children to be successful in school and information about parents' roles in supporting their children. (Christenson, 1995)
- All students benefit from family-school partnering, including those who are at the secondary level and those who experience differences in culture, learning, and economic status. (Jeynes, 2005, 2007)

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Secondary School Research on Family-School Partnerships

- There are more challenges in secondary schools:
  - Teachers have more students for lesser time, families live farther away
  - Teachers tend to be "academic specialists" and have not typically been involved with families
  - Students are balancing independence and need for guidance and support
  - Subject matter, instruction and systems are more complex
  - Parents need more guidance in supporting school and postsecondary success
- Typically, family involvement drops off in secondary schools unless intentional, strategic partner planning is in place. (Epstein et al, 2002)

Secondary Research: Personal Contact and Outreach Works!

When school staff contact families about postsecondary plans…	…families talk about college and attend workshops.
When school staff contact families about study support at home…	…families work more often with teenagers on homework.
When school staff contact families about school-related issues such as academic programs and class content…	…families talk with their students more often about school-related issues.
When teachers assign "interactive homework"…	…students and parents complete it together.

Colorado RtI Video

Secondary Implementation

http://www.cde.state.co.us/media/rti/training01/rtivideo03.html

The Law: No Child Left Behind (2002)
(First Statutory Definition in Elementary and Secondary Education Act - ESEA)

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
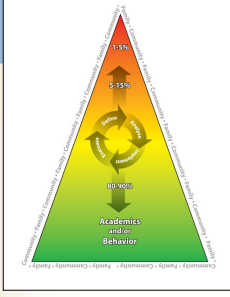
No Child LEFT BEHIND
Read About how this new educational legislation impacts you and your students.

The Law: Individuals with Disabilities Education Act (2004)

In IDEA 2004, Congress stressed:

"strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home." 20 U.S.C. 1401 (c)(5)(B)

The Law: Response to Intervention (RtI)

- RtI is a required criterion in Colorado for identifying students with specific learning disabilities (ECEA, 2007) and must be implemented in every school.
- The child does not make sufficient progress …when using a process based on the child's response to scientific, research-based intervention (RtI) as determined by a body of evidence.
- Parents must receive information about:
  - Amount and nature of data collected;
  - Strategies for increasing the childs rate of learning
  - Results of repeated assessment of child's progress.

(CDE, 2007; CDE, 2008b)

Family and Community Partnering is one of the six RtI components in Colorado.

The Law: State Performance Plan

- **Indicator #8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

- Colorado Sample Question
  - *Are you an equal partner with teachers and other professionals in planning your child's educational program?*

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The Law: State Performance Plan

According to cited research, effective family-school partnering can *positively influence* other Special Education Indicators:

- **Indicator #1:** Percent of youth with IEPs graduating
- **Indicator #2:** Percent of youth with IEPs dropping out of high school
- **Indicator #3:** Academic proficiency rate for children with IEPs
- **Indicator #4:** Rates of suspension or expulsion in children with IEPs

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The Law: Parent Counseling and Training is a Related Service

- *Related services means…* **parent counseling and training**

- *Individual related services* term used in this definition are defined is as follows… ***Parent counseling and training* means assisting parents in understanding the special needs of their child; Providing parents with information about child development; Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.**

United States Department of Education, 2006; 300.34)

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The Law: Colorado READ Act (2012)

The parent plays a **central** role in supporting the student's efforts…
- the READ plan will be developed **with the parent**
- the READ plan will **include strategies the parent is encouraged to use at home** to support the student's reading success
- the parent is **strongly encouraged** to work with the student's teacher in implementing the READ Plan
- the parent is **strongly encouraged to supplement the intervention instruction** the student receives in school
- the parent will receive **ongoing, regular updates and communication concerning progress** on home strategies

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A National Shift Based on the Law and Research

The Six Types of Parent Involvement (Epstein, 1995)	National Standards for Family-School Partnerships (PTA,2009)
Parenting	Welcoming All Families
Communicating	Communicating Effectively
Volunteering	Supporting Student Success
Learning at Home	Speaking Up for Every Child
Decision-Making	Sharing Power
Collaborating with Community	Collaborating with Community

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What is the Shift?

Traditional Parent Involvement	Family Partnering
Parents	Family
Schools are responsible	Families and schools share responsibility
School initiated, set formal meetings	Flexible hours and meeting venues
School to home, one-way communication	Ongoing two-way communication

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What is the Shift?

Traditional Parent Involvement
- Parents give consent to educational plans
- Structured volunteering
- 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 continuous successful completion integral to academic achievement and behavioral learning

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How is the Shift Applied to Special Education?

Traditional Parent Involvement
- Often more of a compliance focus
- Annual, triennial reviews tend to be primary touch points, with formal progress reports
- Schools and home both working towards goals, but often separately

Family Partnering
- Compliance AND student outcome focus
- Also, there is school and home progress monitoring, two-way communication
- Coordinated learning between home and school, focused on goals and outcomes

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Activity #4
Family-School Partnering Continuum

Where are you and your school staff members, families, and community resources on the partnering continuum ? Give it a number!

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.

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Food For Thought: A Working Lunch

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Door Prize

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Challenges and Solutions

"Hurdlers know there will be several obstacles… they plan ahead as to how to overcome. With a little foresight…there can be successful navigation."

(adapted from Ellis and Hughes, 2002)

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Activity #5
What Are Your Challenges?
Prioritize Your "Big 3"

	Challenges	Solutions
Educators		
Families		

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Activity #5: Research
Summary of Challenges for
Educators AND Families

- Limited time to build trust, relationships, ongoing two-way communication
- Limited skills and knowledge in how to partner
- Fear of inadequacy, conflict, "reliving" negative experiences
- Cultural and linguistic differences between families and schools
- Lack of clearly stated partnering beliefs, expectations of shared responsibility, and role descriptions

(Esler, Godber, & Christenson, 2008)

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Activity #6
What Are Your Solutions? Prioritize Your "Big 3"

	Challenges	Solutions
Educators		
Families		

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Activity #6
Thinking About Solutions…

- **Flexible Hours**: Come in early or stay late once a week with "comp time"
- **Stated Beliefs and Expectations**: Partnering plan, shared responsibility, equal partners, homework, behavior
- **Creative Communication**: Texting, emailing, list serves copied to students, voice mailing, websites, breakfasts, lunches, meeting at school day cares
- **Joint "Professional Development"**: Families, educators, and community resources learning together, online opportunities
- **Small Gatherings with Families and Students**: Class open houses at various times, drop-in centers
- **Interactive Homework**: Families participate and provide feedback
- **Student Ambassadors**: Assigning home and school communication tasks, teaching parents, calling all parents to invite to school
- **Cultural and Language Liaisons**: Family to family, home and community visits

Please note: These are suggestions from the field.

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Escalator Video:
"Don't Panic And Think About What You Already Have In Place!"

http://www.youtube.com/watch?v=47rQkTPWW2I

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Multi-Tiered Partnering

"On the Team and At the Table"
for EVERY STUDENT

Universal, Targeted, Intensive

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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.

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.

Multi-Tiered Family & Community Partnering Support Practices: Respecting Time and Resources
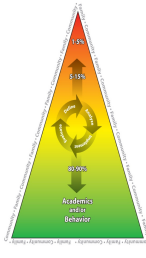
Intensive Tier - FEW
(includes all Universal, Targeted)
Individualized school and community partnering for a few families, students and school staff.

Targeted Tier - SOME
(includes all Universal)
Focused school/community outreach and problem-solving partnering for some families, students and school staff.

Universal Tier - ALL
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.

Continuum of Support for Every Student

Intensive — Math — Homelessness
Targeted — Sports
Family Illness
Universal — Soc skills
Literacy — Language Differences

Tiers are Fluid, Focusing on Student Success…
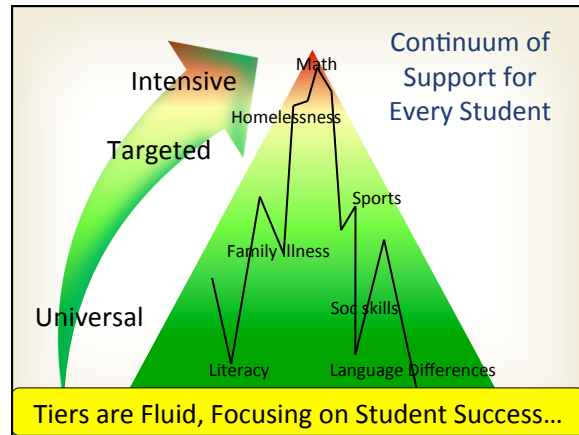
Activity #7 Universal Tier Supports Checklist — ALL Families/Staff

SCHOOL
_____1. Providing a shared understanding of the evidence and legal base for partnering.
_____2. Creating a welcoming, culturally responsive environment with multiple visiting and volunteering opportunities (home and school).
_____3. Communicating partnering beliefs: *(a) Education is a shared responsibility between home and school;(b) Families are equal partners;(c) Student success is always the focus.*
_____4. Integrating partnering practices and language into all documents, procedures, teams.
_____5. Ensuring every family uses the school technology - parent portal, email, website.
_____6. Ensuring every family knows the importance of their actions in supporting learning at home: *(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.*
_____7. Sharing the RtI process with all staff and families.
_____8. Providing family education on learning-related topics, based on identified needs.
_____9. Including families in school decision-making, such as on accountability committees.
_____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.

Activity #7 Universal Tier Supports Checklist — All Families/Staff

CLASSROOM
_____1. Contacting every family personally to create ongoing, two-way communication.
_____2. Ensuring each family, including students, understands class and homework expectations, and how everyone will partner if a student struggles.
_____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.

Activity #7 Targeted Tier Supports Checklist
SOME Families/Staff
(includes Universal)

_____1. Designating people and processes to reach out and individually encourage families and staff who may be hesitant or uncomfortable.
_____2. Including families as equal partners throughout the individual 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 IEPs, ALPs, BIPs, and READ.
_____4. Ensuring families understand and participate in the implementation of small group (standard protocol) interventions.

Activity #7 Intensive Tier Supports Checklist
A FEW Families/Staff
(includes Universal and Targeted)

_____1. Individualizing family-school partnering plans and support when needed.
_____2. Providing school, family and community wraparound when needed.
_____3. Providing conflict resolution support and process when needed.

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Activity #8

View Universal Partnering: The O'Hearn School
1. What was the role of the principal, teachers, and families?
2. How would a family center work at your school?
3. What about parents reaching out to parents?
4. How would this system work for you?

http://fsp.unl.edu/future_module1_video1.html

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ACTIVITY #9
Define Family-School Partnering Roles and Responsibilities

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

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Take a Break

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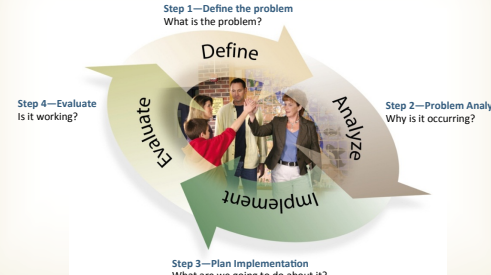### Door Prize

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Why Might A Teacher or Family or Community Resource Move to

the Targeted or Intensive Tier?

- Student is struggling
- Teacher is struggling
- Family is struggling
- Communication or partnering needs more support

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Colorado MTSS
PROBLEM SOLVING PROCESS

Step 1—Define the problem
What is the problem?

Define

Step 4—Evaluate
Is it working?

Evaluate

Analyze

Step 2—Problem Analysis
Why is it occurring?

Implement

Step 3—Plan Implementation
What are we going to do about it?

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Family Role in Problem-Solving Process

- Share responsibility as an equal partner.
- Collaborate & communicate with teachers about student.
- Support student learning at home.
- Attend problem-solving team meeting, if possible. If attending isn't possible, it is important to communicate before and after a meeting.
- Partner in intervention planning and monitoring.
- Participate in decisions for any assessment and/or referral for special education evaluation.
  (CDE, 2008,b)

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Baselines (PLAAFP) and Goals

- What is the baseline, present level of academic achievement and functional performance, current status?
  - What is the number?
- What is OUR measurable goal, outcome, target?
  - Is the goal observable?
  - Is the goal measurable/quantifiable? Can it be counted?
  - Is the goal both ambitious and realistic?

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Prescribing Interventions

- Interventions are prescribed based on data and resource availability.
- About research-based instructional practice or interventions:
  - are found to be reliable, trustworthy and valid based on evidence
  - ongoing documentation and analysis of student outcomes helps to define effective practice
  - in the absence of evidence, the instruction/intervention must be considered "best practices" based on available research and professional literature.
   (CDE, 2008b)

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Monitoring Progress

Progress monitoring is a research-based practice that regularly (weekly, biweekly, or monthly) measures students' academic or behavioral progress in order to evaluate the effectiveness of teaching practices and to make informed instructional decisions. Progress monitoring becomes more frequent with the intensity of the intervention.
The same tool is used over time.

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Response to Intervention
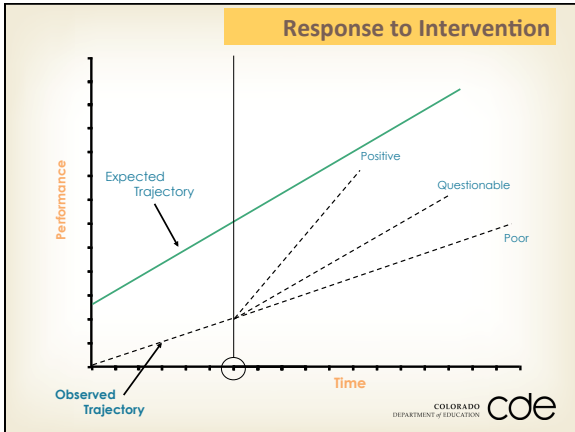
Decision Rules: Linking Response to Intervention & Decisions
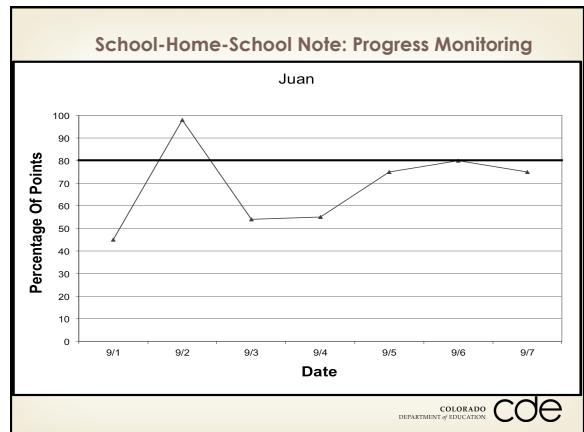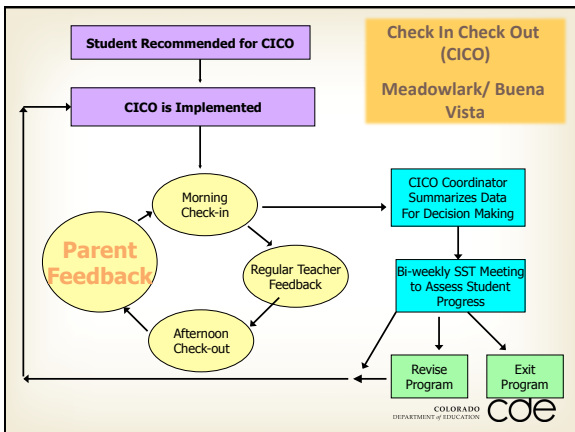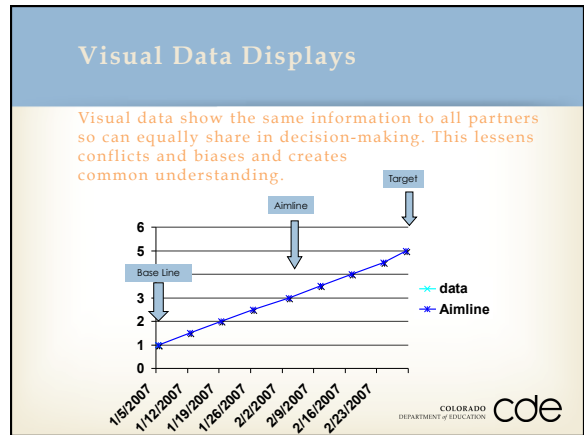
General Guidelines
- Positive
  - Continue intervention until student reaches benchmark (at least)
  - Fade intervention to determine if student has acquired functional independence
- Questionable
  - Check for fidelity of implementation
  - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving
- Poor
  - Check for fidelity of implementation
  - Return to problem solving for new intervention

Decision Rules: What is a "Good" Response to Intervention?

- Positive Response
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
- Questionable Response
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- Poor Response
  - Gap continues to widen with no change in rate

(Martinez & Batsche, 2008)

Visual Data Displays

Visual data show the same information to all partners so can equally share in decision-making. This lessens conflicts and biases and creates common understanding.

School-Home-School Note: Progress Monitoring

Insufficient Progress With Intense Intervention

GAP ANALYSIS GRAPH

Words Read Per Minute

Number of Weeks

Student Aim Line
Peer Average Aim Line
Tier II Intervention
Tier III Intervention

Possible SPED Referral/Determination or More Intervention
Please refer to *Guidelines for Identifying Students with Specific Learning Disabilities*. (CDE, 2008a)

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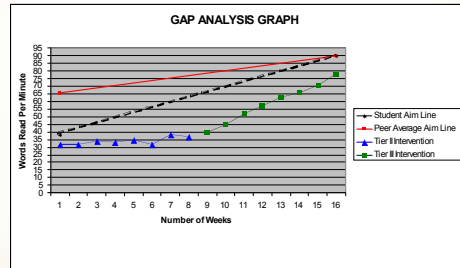cde

Special Education Referral Process

- Referral when a disability is suspected made by
  - problem-solving team (including parent)
  - parent
- Inform parent of intent to refer (if not involved in decision)
- Review existing data (with disability criteria)
- Obtain informed parental consent & provide and explain procedural rights
- Develop evaluation plan with parent input
- Multidisciplinary team, including parents and classroom teachers, reviews data and criteria; decides whether eligibility criteria for a disability are met.

*Please refer to *Guidelines for Identifying Students with Specific Learning Disabilities*. (CDE, 2008a)

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Data-Based Action Planning

Data are necessary to calibrate perceptions. The collection of data informs continual improvement efforts. (Wellman & Lipton, 2004)

Toolkit, Data Sources, Ongoing Planning, and Implementation

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Implementation Gaps

Research → Practice

Belief → Practice

Law → Practice

Resources → Practice

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Tarzan Principle: Link It Altogether and Move Away from "Random Acts" of Partnering to Intentional Practices

- School Engagement/Dropout Prevention; Postsecondary Readiness; ICAP
- Colorado Growth Model and New Content Standards
- Educator Effectiveness
- District and School Accountability Committees; PTO/PTA
- MTSS: RtI, Special Education, PBIS
- UIP

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Partner Action Planning

1. **Insure Shared Knowledge**: Provide research, rationale, and definition for family-school partnering to families, students, educators, and community in multiple ways

2. **Identify Existing Practices**: Assess current multi-tiered practices using multiple data sources; identify strengths and concerns

3. **Set Measurable Outcomes:** Prioritize goals

4. **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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Sample Toolkit and Training Data Sources

- **Planning Team Feedback Survey**
- **Continuum**
- **Challenges and Solutions**
- **Tiered Checklist**
- **Roles and Responsibilities**

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Other Data Sources

- **Document Review**
  - Partner language, family input, two-way
- **Committees/Teams Agenda Items**
  - Leadership, instructional, professional learning communities discussing partnering
- **Event Participation**
  - Disaggregated for conferences, volunteering, student performances

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Other Data Sources

- **Teacher-Family Two-Way Contacts**
  - First-of-year personal outreach, homework, positive celebrations, problem-solving; email, voice mail, texting, podcasts, websites
- **Student Planning Team - Participation and Intervention Planning**
  - IEP, ALP, RtI, Behavior, Other
- **Surveys, Monitoring**
  - Teacher Effectiveness, Event Feedback, TELL

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Activities #11, #12 Action Planning

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:

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Activity #13

Multi-Tiered Family, School, and Community Partnering is _____ because _____.

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Door Prize

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Slide 1:

"…No matter how skilled professionals are, nor how loving families are, each cannot achieve alone, what the parties, working hand-in-hand, can accomplish together."

(Adapted from Peterson and Cooper as cited by the Futures in School Psychology Task Force on Family-School Partnerships, 2007)

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Slide 2:

Family & Community Partnering:
"On the Team and at the Table"

Available online at: http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm

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Slide 3:

Family and Community Partnering:
"On the Team and at the Table" Toolkit

Table of Contents
I. Training Materials
II. Universal Tier: Tools and Resources
- School
- Classroom
III. Targeted/Intensive Tiers: Tools and Resources
IV. Planning and Evaluation: Tools and Resources
V. Web and Text Resources
VI. References

Available online at http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm

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Slide 4:

CDE MTSS and SLD Information

- RTI (Response to Intervention)
http://www.cde.state.co.us/RtI/
- PBIS (Positive Behavior Interventions and Supports)
http://www.cde.state.co.us/pbis/
- SLD (Specific Learning Disabilities)
http://www.cde.state.co.us/cdesped/SD-SLD.asp
- State Personnel Development Grant (School, Family, and Community Partnering)
http://www.cde.state.co.us/RtI/spdg/Family.htm

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Slide 5:

Additional Resources

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Slide 6:

Thanks !
Contact Us Any Time…

Support	Contact	Phone	Email
CDE	Cindy Dascher *Family Consultant*	303.866.6876	dascher_c@cde.state.co.us
CDE	Kim Watchorn *Senior Consultant*	303.866.6262	watchorn_k@cde.state.co.us
CDE	Cathy Lines FSCP *Consultant*		clines1@comcast.net
Denver Metro CPRC	Yvette Plummer *Consultant*		yvettep@denvermetrocprc.org
PEAK Parent Center	Beth Schaffner *Consultant*		bschaffner@peakparent.org

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