Multi-Tiered Family, School & Community Partnering:
"On the Team and At the Table"

MTSS(RtI) Mini-Grant Summit:

FSCP Toolkit Training

June 28, 2012

Introductions

Who are you? Who are we?
How many of you are parents?
What is important for you to hear today?

Outcomes

Participants will:

1. Know about key family, school & community partnering implementation components (RtI Rubric): definition, research, legal mandates, challenges and solutions, tiers, roles and responsibilities

2. Gain exposure to tools and resources

3. Think about a data-based action plan for tiered partnering

"Time is Our Currency"

George Batsche

Presentation At A Glance
"Honoring Your Time"
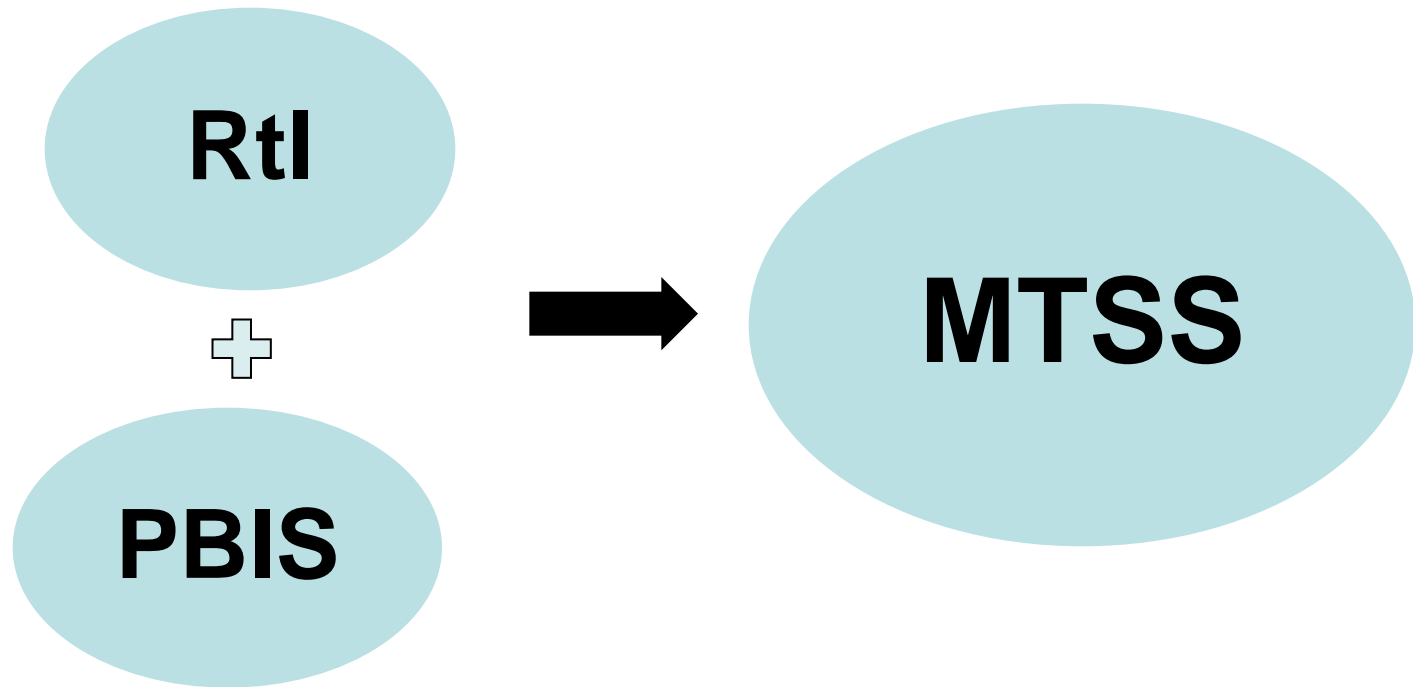
- Presentation Topics
  - Definition
  - Rationale
  - Challenges and Solutions
  - Multi-Tiered Partnering, Roles and Responsibilities
  - Data-Based Action Planning
- Activities
- Tiered Toolkit

Multi-Tiered System of Supports

RtI

+

PBIS

➡️

MTSS

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.

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

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.

1-5%

5-15%

Define

Analyze

Evaluate

Implement

80-90%

Academics and/or Behavior

Family • Community

Community • Family

cde

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 (Pre K-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.

(CDE, 2008b)

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.

(CDE, 2008b)

Six Essential Components of Colorado RtI

- Leadership

- Curriculum & Instruction

- Problem-Solving Process

- Progress Monitoring

- School Culture & Climate

- **Family and Community Partnering**

(CDE, 2008b)

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.

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.

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...

Eight Guiding Practices 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**

Colorado RtI Video

Secondary Implementation

http://www.cde.state.co.us/media/rti/training01/rti video03.html
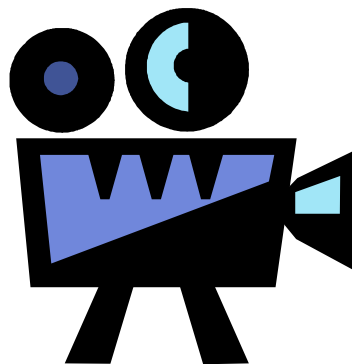
Definition

"Partnering is a relationship involving close cooperation between parties having joint rights and responsibilities."

(Christenson & Sheridan, 2001)

Activity #1

- What is your definition of partnering?

Partnering is _____.

Please share with your team.

Partnering Principles

- The focus is always on **student success** – every student, measurable goals, progress data and doing what works. (Lines et al., 2011)

- The key is to **coordinate learning** between home and school, sharing responsibility and data.(Weiss et al.,2009)

- Students are "**main actors** in their own education" (Epstein et al, 2002). Students link home and school.

Partnering Principles

- Money is not needed (or not much) - **just a shift** in time, conversations, resources and everyday practices; teachers, students, families, and community resources are all available.

- Partnering is a **transparent process** for families, students, educators and community resources.

- **Mutual accountability** for student success is created between home and school.

Partnering Principles

- Cultural and linguistic differences are directly addressed because:

  - partnering creates common ground;
  - 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)

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?

Rationale

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

Research, Law, and the Shift

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

(Christenson & Sheridan, 2001; Epstein et al, 2002; Henderson & Mapp, 2002)

Time

- In the US, students spend 91% of their time from birth - 18 outside of school; once in school, they spend 70% of their waking hours outside of school (Clarke, 1990).

Student Achievement

Factors Influencing Achievement

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**

(Marzano, 2003)

Student Achievement
Home Environment Components That WORK AT ALL LEVELS - Supporting School at Home

1. Communication About School
   - ◇ Frequent and systematic discussions with child about school
   - ◇ Parents encouraging their children regarding schoolwork
   - ◇ Parents providing resources to help child do schoolwork (including community partnering)

2. Supervision of homework, TV viewing, after-school activities (including community partnering)

(Marzano, 2003)

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)

Every Family, Every Student
Diversity in Learning, Culture, Language, Age

- School practices (such as frequent communication and having meaningful roles for parents) 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. Across groups, parents want information about how schools function, children's development/learning, & 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)

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)

The Law: No Child Left Behind
(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

The Law:

Individuals with Disabilities Education Act (IDEA 2004)

- 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)

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

•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 child's rate of learning
- Results of repeated assessment of child's progress.

(CDE, 2007; CDE, 2008b)

The Law: Colorado READ Act (2012)

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

A National Shift Based on the Law and Research

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,2009)

- 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 only

- Schools have the primary responsibility for educating students

- School initiated, formal activities and meetings

Family Partnering

- Family = student, parents and/or other caregivers in a child's life

- Families and schools share responsibility for a child's education; each has unique knowledge and skills

- Flexible hours and meeting venues; ongoing sustainable relationship-building

What is the Shift?

Traditional Parent Involvement

- School initiated, one-way information sharing, often about problems

- Educational plans developed and implemented by school and shared with parents; parents give consent

- Structured volunteering at school (usually fundraisers, events) with a small group of parents

Family Partnering

- Ongoing, two-way communication about successes, concerns, information

- Educational plans developed and delivered conjointly by schools and families including RtI, ILP,ALP, FBA/BIP, and IEP

- Supporting learning at home and school for all families

What is the Shift?

Traditional Parent Involvement

- When a student struggles, teachers tend to "go it alone", then refer to child study group/special education if continuing problems; families "sign consent" and the special education team tests for eligibility.

Family Partnering

- When a student struggles, families and teachers work together, then refer to the RtI problem-solving team if concerns continue; the team, including families and teachers, prescribes interventions and monitors progress.

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)

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

http://www.youtube.com/watch?v=47rQkTPWW2I
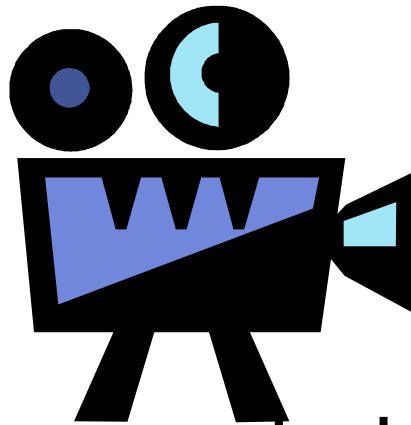
Activity #5
What Are Your **Challenges**? Prioritize ONE for Educators and ONE for Families.

	Challenges	Solutions
Educators	1.	
Families	1.	

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)

Activity #6
What Are Your **Solutions**? Find One for Your Educator Challenge and One for Your Family Challenge.

	Challenges	Solutions
Educators		1.
Families		1.

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

(Suggestions from the field)

Multi-Tiered Partnering

"On the Team and At the Table"
Roles and Responsibilities
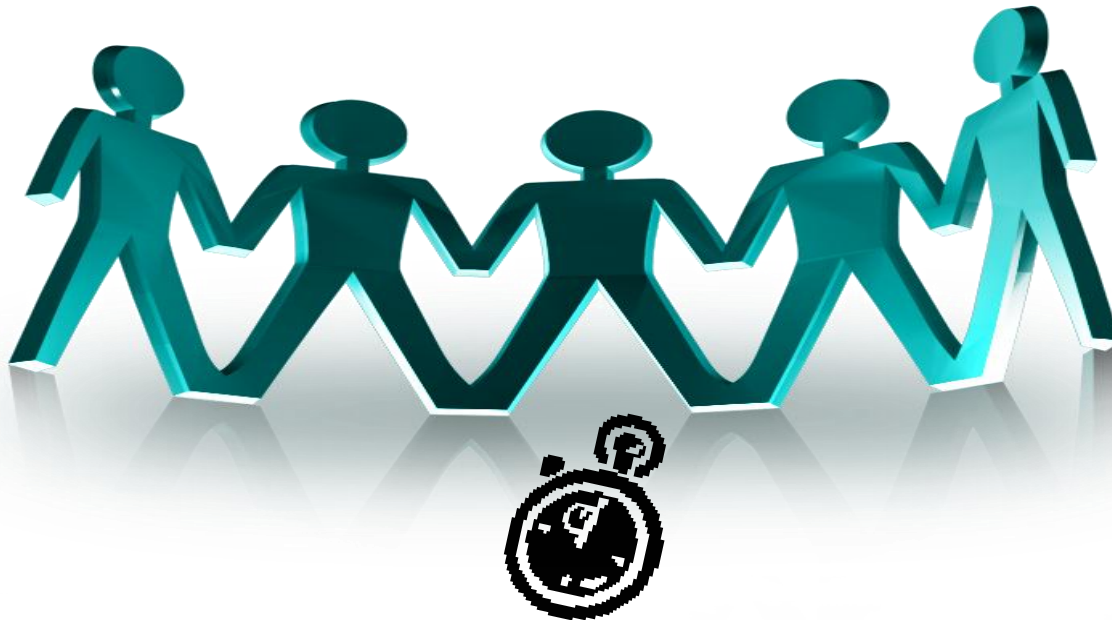
Universal, Targeted, Intensive

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: Respecting Time and Resources

Intensive Tier 1-5%
(includes all Universal, Targeted)

Individualized school and community partnering for a few families, students and school staff.

Targeted Tier 5-15%
(includes all Universal)

Focused school/community outreach and problem-solving partnering for some families, students and school staff.

Universal Tier 80-90%

Positive school climate with school-wide efforts to welcome, include, and support ALL families, students, and school community members; Stated beliefs that: *(1) education is a shared responsibility between families and schools; (2) families are equal partners; (3) students achieve more when families and schools work together; (4) community participation supports school success.*

(CDE, 2008b; Epstein et al, 2002)

ACTIVITY #7 Multi-Tiered Family & Community Partnering Checklist

Intensive Tier - A FEW Families/Staff

___Individualize family-school partnering plans when needed (Examples: home visits, daily communication)

___ Provide school, family, and community wraparound when needed.

___Provide conflict resolution support and process when needed.

Targeted Tier - SOME Families/Staff

___Designate people and process to reach out individually to encourage families and staff who may be hesitant or uncomfortable.

___Include families as equal partners throughout the RtI Problem-Solving Process; provide support and information.

___Support teachers and families in mutually developing and implementing individual student plans; coordinate interventions between home and family. (Examples: ALP, IEP, BIP, ILP)

__Provide support/education groups and targeted resources for families and/or teachers.

__Link with community resources.

Universal Tier - ALL Families/Staff

SCHOOL

___Communicate beliefs: *1. Education is a shared responsibility between home and school; (2) Families are equal partners; (3) Students achieve more when families and schools work together; (4) Community participation supports school success.*

___Share RtI process with all staff, family, and community resources.

___Create caring, culturally responsive climate for all families; provide culture and language liaisons. (family volunteers)

___Provide parenting education, "learning at home", and volunteer opportunities; contact families personally whenever possible. (Example: family to family)

___Make school and classroom visiting available.

___Involve families in school decision-making.

CLASSROOM

___Contact every family to create ongoing, two-way communication.

___Ensure each family, including students, understands school/class rules and homework expectations.

___Plan and explain how families and teachers will partner if a student struggles.

___Tell students that school and home are working together to support their success.

(adapted from CDE, 2008b; Epstein et al, 2002)

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

Individual Problem-Solving Process

DEFINE

Directly Measure Behavior/Skill

EVALUATE

Response to Intervention

ANALYZE

Validate Problem

Identify Contributing Variables

IMPLEMENT

Develop Plan and Implement as Intended

Progress Monitor and Modify as Necessary

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)

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?

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)
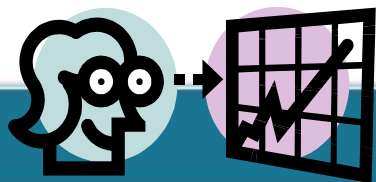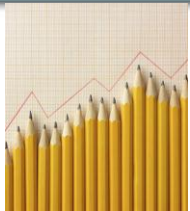
Monitoring Progress

- 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.

Visual Data Displays

Visual data show the same information to all partners so can equally share in decision-making. This lessons conflicts and biases. Visual data help in creating common understanding.
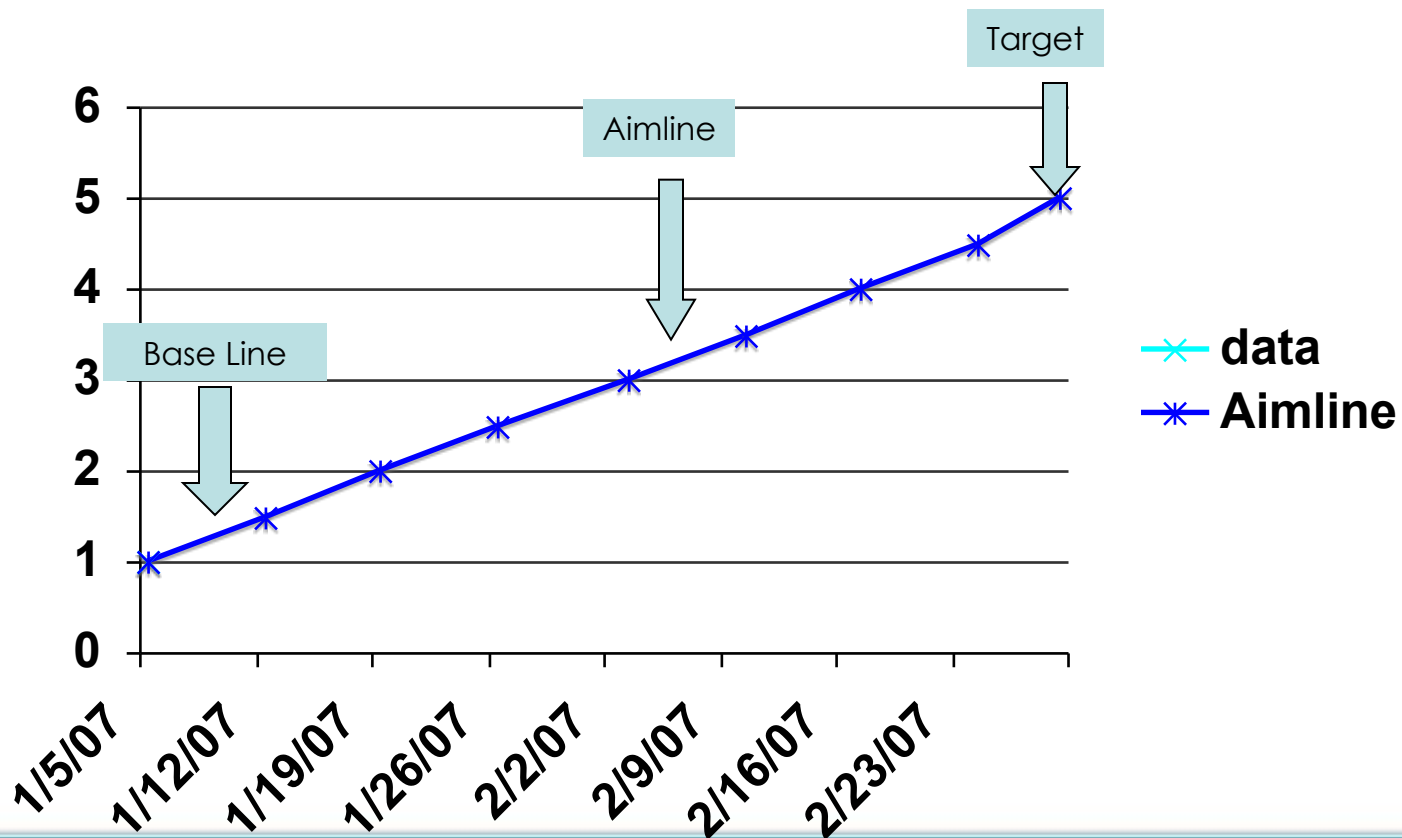
ACTIVITY #9
Define Family-School Partnering Roles and Responsibilities: Choose One and Name a "Job"

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

(CDE, 2009)
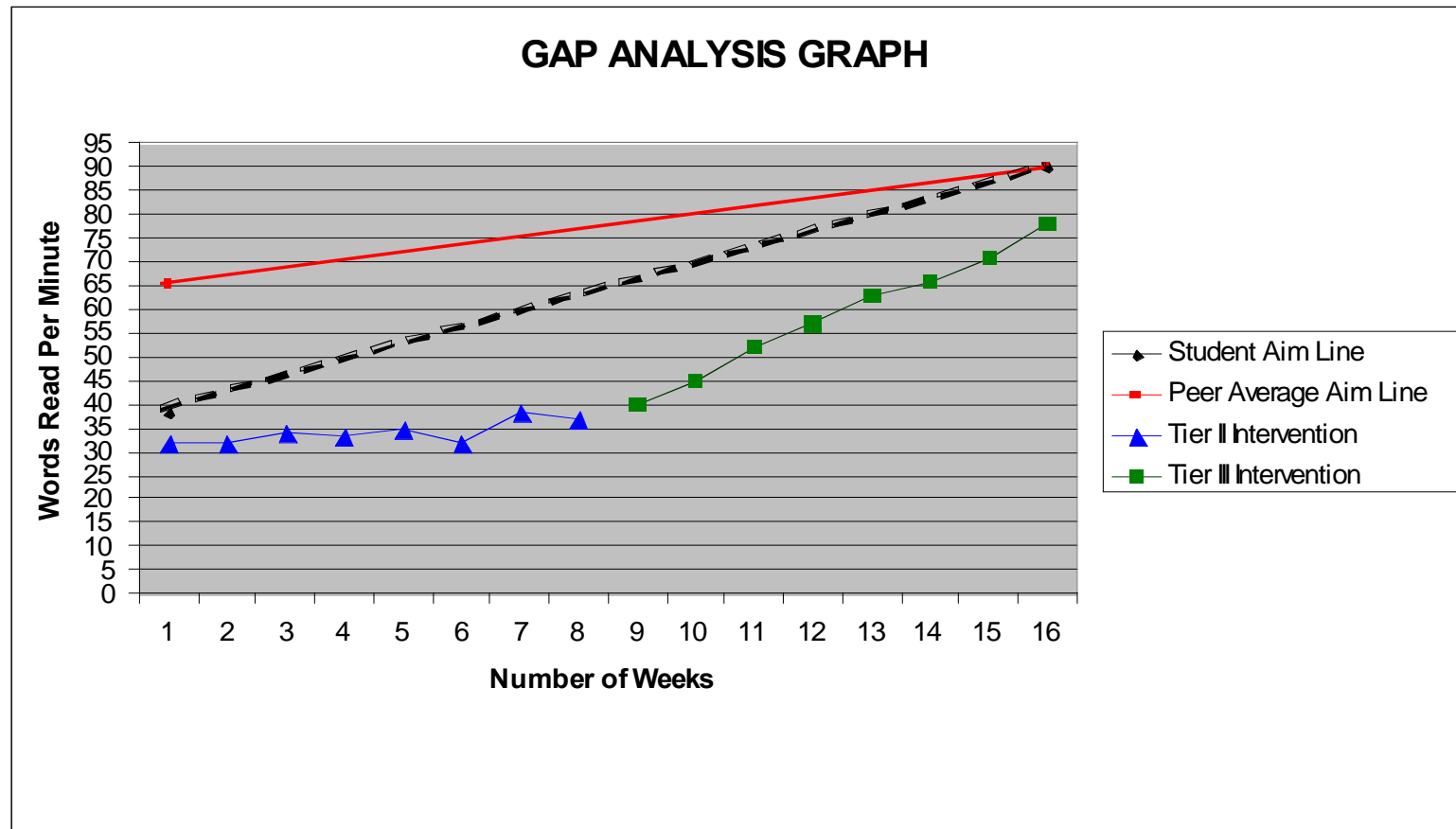
Referral for Special Education Evaluation

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

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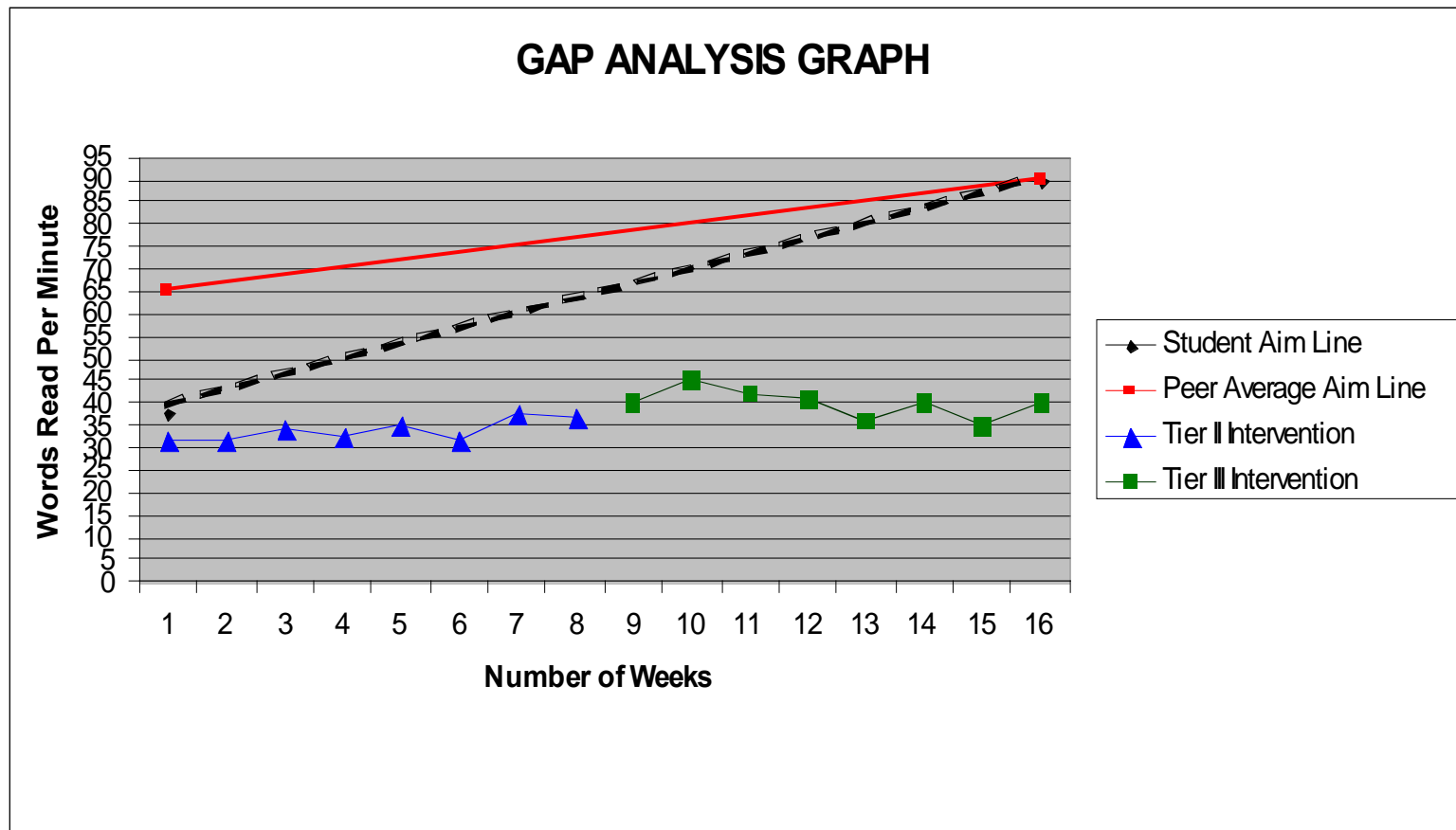# What is the Role of the Parents in the RtI Process?
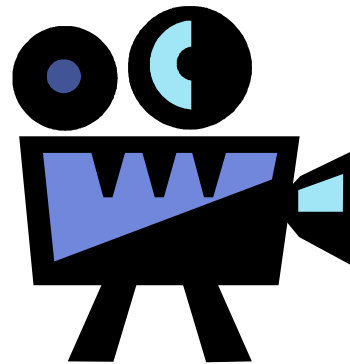
http://www.nrcld.org/rti_prac
tices/parent.html

Sufficient Progress with Intense Intervention

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

Insufficient Progress With Intense Intervention

GAP ANALYSIS GRAPH

Legend:
- Student Aim Line
- Peer Average Aim Line
- Tier II Intervention
- Tier III Intervention

Y-axis: Words Read Per Minute
X-axis: Number of Weeks

Possible SPED Referral/Determination or More Intervention

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

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)

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

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

- School Engagement/Dropout Prevention; Postsecondary Readiness

- ICAP

- UIP

- District and School Accountability Committees; PTO/PTA

- MTSS - RtI, Special Education, PBIS

- Educator Effectiveness

- Colorado Growth Model and New Content Standards

Family & 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

Action Planning Steps (Rubric)

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

1. **Identify Existing Practices**: Assess current multi-tier practices, challenges, and resources; use multiple data sources; collect any needed data

2. **Implement Ongoing Actions**: Action plan by aligning initiatives, using data, setting measurable goals, assigning actions with resources and tools, following plan, and evaluating; USE AND SHARE DATA!

Today's Toolkit Data Sources

All Tiers

- Partnering Definition
- Challenges and Solutions
- Tiered Partnering Practices
- Roles and Responsibilities/Job Descriptions

Other Data Sources

- **Document Review (Word Count, Consistency)**
  - Partner language, family input, "two-way"

- **Committees/Teams Agenda Items (Percentages of Meetings)**
  - Leadership, instructional, professional learning communities discussing partnering

- **Event Participation (Percentages)**
  - Disaggregated for conferences, volunteering, student performances

Other Data Sources

- **Teacher-Family Two-Way Contacts (Percentages)**
  - First-of-year personal outreach, homework completion, positive celebrations, problem-solving; email, voice mail, texting, podcasts, websites

- **Student Planning Team – Planning and Intervention Participation (Percentages)**
  - IEP, ALP, RtI, Behavior, Other

- **Surveys, Monitoring**
  - Educator Effectiveness, Event Feedback, TELL

Speak Up…

http://www.youtube.com/watch?v=v-FKs2RWtGQ
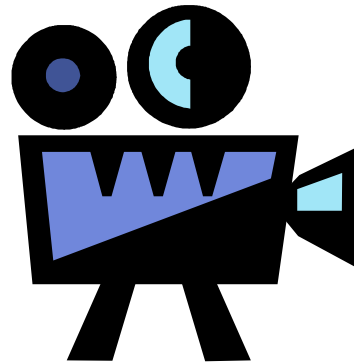
"Tell Me I Forget. Show Me I Remember. Involve Me I Understand."

Chinese Proverb

Thanks to the Following Partners for Their Time & Input in Developing This Module

- 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

Thanks for Coming Today! Please Share Your Feedback and Contact Us for More Information

- Cindy Dascher, Parent and Family Consultant
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  dascher_@cde.state.us
   303-866-6767

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  303-365-2772

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  bschaffner@peakparent.org
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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 & Community Partnering

http://www.cde.state.co.us/RtI/spdg/Family.htm

Additional Resources

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