***Partnering with Families for Student Success: 24 Scenarios for Problem Solving with Parents***

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| **Module 21-Involving and Empowering Caretakers** |
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| **Step 1: Read the context and scenario** |
| Context: Ms. Evans is a 27-year-old White teacher who teaches 5th grade in a rural setting. Her principal is constantly encouraging her to find ways to involve her caregivers. She has held events such as school carnivals, bake sales, ice cream socials, Donuts for Dads, and Muffins for Moms, but she feels frustrated because she believes these events are not adequately reaching all the families and caregivers in the community. |
| Scenario:  Ms. Evans is frustrated because she feels that caregivers are not involved in their children’s education. Many caregivers never return notes, answer phone calls, attend meetings, or check their child’s homework. However, the improvement plan for her school states that teachers must work on caregiver engagement, so she organizes events such as the ice cream social, Donuts for Dad and Muffins for Moms, and those who do attend are the same ones who serve in the PTA. While her planned events draw a few caregivers into the building, Ms. Evans does not see any improvements in her students’ learning.  Ms. Evans entered teaching because she wanted to make a difference in the lives of young students, but she feels the students’ caregivers just aren’t helping her in ways that she envisioned. It is now November, and she’s concerned about her student’s academic achievement as well as caregiver involvement initiatives. Similar to what has happened over the past years, she feels she is losing control. |
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| **Step 2: Questions to consider as you discuss the scenario** |
| 1. Given the data your team gathered for our Strand 5 work or other data, how common is the essential challenge offered in the scenario? |
| 1. Are there specific aspects of the scenario that align with challenges you face? |
| 1. What are some opportunities for building and sustaining relationships with family members and youth that might be emphasized in this scenario? |
| 1. What resources are available now and what might be added or developed to support staff in building strong relationships? |
| 1. What opportunities for fostering development of skill building with families could help address the challenges in this scenario? |
| 1. How could school staff build on family strengths and foster empowerment of families to collaborate and improve outcomes for their students and schools? |
| 1. What resources from the division might school staff need to facilitate this empowerment? |
| 1. How can multidimensional communication, leadership, and collaborative problem solving be leveraged to increase authentic engagement with the family to support resolution of the challenge in this scenario? |
| **Step 3:**  **What would be your first priority?**  **What will you share when you return to the main room?** |