



Academics – Tier 1: New Team Professional Learning

VTSS Tiered Fidelity Inventory
1.11

Elephant

COVID gave us an opportunity to build and strengthen relationships with families

Academic TFI 1.11

Family and Community Engagement

School provides a framework for diverse opportunities to authentically engage family, school, and community stakeholders in instruction.

Evidence:

- Resource map
- Family surveys
- Communication plan
- Documentation of stakeholder input
- Guidance document
- Written description of family/community engagement

Academic TFI 1.11

Family and Community Engagement

Learning Intention

Identify the six components of family engagement and the role they play in student success

Success Criteria

I can list the six components of family engagement and create a plan to incorporate them in my school

Family Engagement in VTSS

“...an active, interactive, dynamic, and ongoing process in which family members and key stakeholders engage as equal partners in decision-making, planning, and implementation to support children and adolescents across settings .”

“Aligning and Integrating Family Engagement in PBIS”



Six Family Engagement Components

- 1. Positive Relationships-** educators recognize families' needs and cultural characteristics, leading to greater understand and respect among all
- 1. Family Empowerment-** educators use effective strategies to identify and encourage families' knowledge, skills and efficacy for supporting students learning
- 1. Leadership-** Family Engagement is included in professional development, school vision, mission, and goals and are aligned with division vision and goals for engagement

From Minch et al., 2017

Family Engagement Components (cont'd.)

4. **Multi-tiered Approach-** multidimensional approaches are used to engage families in dialogue through multiple communication modes.
5. **Data-based Goals & Outcomes-** goals and outcomes are identified based on student outcome data and input from families and staff
6. **Collaborative Problem-Solving-** families of children receiving Tier 2 and Tier 3 supports are effectively engaged in all steps of the problem-solving process

What do **educators** want from family engagement?

- Families visit the school and attend school events
 - Volunteering, attending conferences, celebrations, back-to-school night
- Family cooperation with school requests and expectations (especially regarding homework)
- Home-based support to establish students' value of school and facilitate teachers' ability to teach
- Families respond to written communications from schools (signatures)

What do **families** want from family engagement?

- Families want to feel heard and listened to
- More opportunities for open, ongoing, two-way communication
- Discussions, not assumptions, especially as it pertains to:
 - parenting and academic/behavioral concerns
 - families' lack of attendance at school events
- Opportunities to define their engagement
- Advocating for the best interest of their children
- Less social isolation from other families in the building

What Does Your School Do Well?

- Positive Relationships
- Family Empowerment
- Leadership
- Multi-tiered Approach
- Data-based Goals and Outcomes
- Collaborative Problem-Solving

Engagement for Educators

For Educators:

- In elementary schools, teacher perceptions of parents as partners in students' education are strongly related to their decisions to remain in their school.
- Increased trustful relationships with families.
- Increased communication with families.
- Increased teacher longevity.

Mapp, K., Carver, I. and Lander, J., 2017

Why Families Engage: Three Factors that Matter

- Families believe that through their efforts to become engaged in the school-learning lives of their children they can exercise more positive outcomes.
- Families believe that the school values their participation and the genuine nature of the invitation.
- Families' personal perception of their lives – is it possible to be engaged, and the degree to which they believe their own skill, time, and energy is conducive to their engagement.

Based on the work from Hoover-Dempsey, et al., 2005

Academic TFI 1.11

Family and Community Engagement

Learning Intention

Develop or refine a vision for family and community engagement based on currently collected or needed data

Success Criteria

I can create a documented system for authentic engagement with family and community stakeholders

Making an Impact on Learning

- Building **personal relationships and mutual understanding** with families via class meetings, informal one-on-one conversations, and home visits
- **Sharing data** with families about student skill levels
- **Modeling high-impact teaching practices** such as dialogic reading and hands-on math activities so families can use them at home

(Henderson, Mapp, Johnson and Davies, 2007)

Academic Parent Teacher Teams

[Academic Parent Teacher Teams \(APTT\) #2 Creighton School District, Phx. AZ](#)

How To Begin

- Collaboratively set goals for family engagement
- Facilitate creative relationship-building efforts
- Ensure incentives for participation in goal setting activities
- Reduce barriers, both structural and physical
- Appropriate resources to achieve intended outcomes (community)

Building the System

- Develop school infrastructure that offers support to carry out the plans created during installation
- Increase communication between home and school that is transparent and meaningful
- Provide opportunities to work together
- Time is allocated for teachers to reach out to families personally
- Use collaborative problem-solving across the tiers engaging family voice

References

Implementation Stages | NIRN Project site. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>

McLeskey, J. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children.

Miller, H., Valentine, J. L., Fish, R., & Robinson, M. (2016). Is the Feeling Mutual? Examining Parent-Teacher Relationships in Low-Income, Predominantly Latino Schools. *American Journal of Education*, 123(1), 37-67. doi:10.1086/688167

References

Minch, D. (n.d.). Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports. Retrieved from <https://mnpssp.org/2017/07/20/aligning-and-integrating-family-engagement-in-positive-behavioral-interventions-and-supports/>