Leaders to Learn From: Parents as Partners In Improving Student Achievement
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Expert Presenters:

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Related Articles:
Cleveland Administrator Launches College Tours for Parents
Family Success at the Heart of Engagement Efforts in Mass. District
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
21ST CENTURY PARENT ENGAGEMENT

Springfield Public Schools
(Parent and Community Engagement)
What is the Next Generation?

**Parent Involvement 1.0**
- Parent Conferences
- Health Fairs
- Workshops
- Fun Nights
- Heritage Festivals
- “Drive-by” Professional Development

**Parent Engagement 2.0+**
- Home Visits
- Parent Academies or Universities
- Parent Leadership Training
- Community Organizing
- Linkages to Outside Partners
- Systemic Professional Development
- PACE competencies as part of evaluation, certification or licensure
Systemic Family and Community Engagement

- Is focused on improving the core enterprise and is “linked to learning”
- Is aligned and coherent with the overall goals of the organization
- Spans various stakeholders in the sector and mobilizes many people in the organization
- Is not a “stand alone” or “boutique” project
- Attempts to shift structures and cultures
Impact of Family and Community Engagement:

When stakeholders work together to support learning, students:

• Earn higher grades and test scores
• Enroll in higher level programs
• Are promoted more and earn more credits
• Adapt better to school and attend more regularly
• Have better social skills and behavior
• Graduate and go on to higher education
**Standards and Indicators of Effective Teaching Practice:**

**Teacher Rubric**

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

<table>
<thead>
<tr>
<th>Indicator III-A</th>
<th>Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-A. Elements</td>
<td></td>
</tr>
<tr>
<td>III-A-1. Parent/Family Engagement</td>
<td>Does not welcome families to become participants in the classroom and school community or actively discourages their participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator III-B</th>
<th>Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-B. Elements</td>
<td></td>
</tr>
<tr>
<td>III-B-1. Learning Expectations</td>
<td>Does not inform parents about learning or behavior expectations.</td>
</tr>
<tr>
<td>III-B-2. Curriculum Support</td>
<td>Rarely, if ever, communicates with parents on ways to support children at home or at school.</td>
</tr>
</tbody>
</table>

*Note: At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”*
## Standards and Indicators of Effective Teaching Practice:
### Teacher Rubric

**Indicator III-C. Communication:** Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

<table>
<thead>
<tr>
<th>III-C Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-C-1, Two-Way Communication</td>
<td>Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.</td>
<td>Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.</td>
<td>Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.</td>
<td>Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.</td>
</tr>
<tr>
<td>III-C-2, Culturally Proficient Communication</td>
<td>Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.</td>
<td>May communicate respectfully and make efforts to take into account different families’ home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.</td>
<td>Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families’ home language, culture, and values.</td>
<td>Always communicates respectfully with families and demonstrates understanding and appreciation of different families’ home language, culture, and values. Is able to model this element.</td>
</tr>
</tbody>
</table>

*Note: At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “is able to model.”*
Implementation in Springfield

- Planning sessions with the PACE leadership team (MA Fundamentals, Parent Academy, & Strand III: Family and Community Engagement)
- Made presentation to the District Cabinet
- Made presentation @ Principals meeting
- Made presentations to leadership teams @ the schools
- Made decision to initially focus on “Welcoming All Stakeholders” & “Communicating Effectively” (Indicator IIIA: Welcomes and encourages every family to become active participants in the classroom and school community)
- Created a Customer Service Training in conjunction with the District Communications department (Initial: All front-office staff)
- Created a school-based Tool Kit (PTA National Standards for Family-School Partnerships & Recommended Strategies for each Fundamental)
Family Engagement Capacity Building Framework

**Challenge**
- Lack of opportunities for school/program staff to build the capacity for partnership

**Ineffective Home/School Partnerships**
- Lack of opportunities for families to build capacity for partnership

**Focus/Purpose**
- To enhance the “4 C’s” of capacity building among staff and families:
  - Capabilities
  - Connections
  - Cognition
  - Confidence

**System Conditions**
- Systemic
- Integrated
- Sustained

**Process Conditions**
- Linked to Learning
- Relational
- Developmental
- Collaborative
- Interactive

**Outcomes**
- Schools & Program Staff Who Can:
  - Honor and Recognize Families’ Funds of Knowledge
  - Connect Family Engagement to Student Learning
  - Create Welcoming, Inviting Cultures

**Effective Home/School Partnerships**
- Supporting Student Achievement & School Improvement

Families Who Can Negotiate Multiple Roles:
- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

US Department of Education Roundtable 12/7/12
Why we’re here

Our vision

A world inspired to learn

Our purpose

To reimagine education
Family Engagement

Engaging Parents as Partners

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Core Values for Family Engagement

- All parents have dreams for their children and want the best for them
- All parents have the capacity to support their children’s learning
- Parents and school staff should be equal partners in the education of children
- The primary responsibility for building partnerships between home and school rests mainly with school leaders and staff
- Our community partners and stakeholders are valuable contributors to the education of our students in preparing them to compete in the 21st Century Global Economy.
Engaging Parents as Partners

According to the Flamboyan Foundation, “A strong body of research shows that students do better in school and in life when their parents are engaged in their education. Educators are only with children an average 10% of their time, so it is essential that families reinforce messages about learning outside of school.”

Family engagement contributes to:

• increased student achievement;
• higher graduation rates, reduced absenteeism and drop-out rates;
• better attitudes by students towards learning;
• better social skills and fewer conduct problems;
• better student-teacher relationships; and
• improved cultural competence and trust in schools.
This act adds a stipulation that the CEO’s plan must include a component that requires the parents or guardians of students enrolled in district’s schools to attend, prior to December 15 of each year, at least one parent-teacher conference or similar event held by the students’ schools. The stated purpose of the conference or event is to provide an opportunity for a student’s parent or guardian to meet the student’s teacher, discuss expectations for the student, and discuss the student’s performance and foster communication between home and school.
Our Parents Are Involved
We Are Striving Do Better

Parent Teacher Conferences and events at schools (face-to-face meetings, IEPs, Open House, Parent Teacher Conferences, SST)

• 83% preK-8 parents
• 82% in combination K-8/HS
• 68% High School parents
• 78% District wide
Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships

**THE CHALLENGE**

- Lack of opportunities for School/Program Staff to build the capacity for partnerships
- Lack of opportunities for Families to build the capacity for partnerships

**OPPORTUNITY CONDITIONS**

- Process Conditions
  - Linked to learning
  - Relational
  - Development vs. service orientation
  - Collaborative
  - Interactive
- Organizational Conditions
  - Systemic: across the organization
  - Integrated: embedded in all programs
  - Sustained: with resources and infrastructure

**POLICY AND PROGRAM GOALS**

To build and enhance the capacity of staff/families in the "4 C" areas:
- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

**FAMILY AND STAFF CAPACITY OUTCOMES**

- School and Program Staff who can
  - Honor and recognize families' funds of knowledge
  - Connect family engagement to student learning
  - Create welcoming, inviting cultures
- Families who can negotiate multiple roles
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers
  - Collaborators

**Effective Family–School Partnerships**

Supporting Student Achievement & School Improvement

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**CLEVELAND METROPOLITAN SCHOOL DISTRICT**
What is Parent University?

• Parent University is an opportunity for parents/caregivers to sharpen skills as their children matriculate through CMSD.
• Parent University provides parent/caregivers with information about their vital responsibility in shaping their children’s lives.
• Sessions focus on child development, what children are learning in schools, advocacy, parent leadership and effective parenting skills.
• Over 5000 parents and caregivers have participated in Parent University this school year.
• Over 900 parents/caregivers have gone on Parent University College Bus Tours since Fall of 2013.
What will parents learn?

• Parent University will consist of four learning strands so that parents can “Stand TALL” for student success:
  – Parents as Teachers
  – Parents as Advocates
  – Parents as Learners
  – Parents as Leaders
Parent University Bus Tours

- Parent University College Bus tours are an opportunity for families to experience college with their scholars.
- This opportunity allows families to make College or Post-Secondary education a reality.
- During the visits, families will meet with admission representatives, take a walking tour of the campus, and speak with current students.
- These trips allow families an opportunity to understand their role in their scholar's Post-Secondary education, from FASFA, college admission, supports available to your scholar while in college to help them succeed, and finally, graduation.
- Parent attendance is required for scholar participation (CMSD parents and students, grades 8-12 only).
Recognizing the different roles that families play as:

- **Supporters** of their children’s learning
- **Encouragers** of an achievement identity, a positive self image, and a “can do” spirit
- **Monitors** of their children’s time, behavior, boundaries and resources
- **Models** of lifelong learning and enthusiasm for education
- **Advocates** for improved learning opportunities for their children and at their schools
- **Decision-makers/choosers** of educational options for their child, the school, and community
- **Collaborators** with school staff and members of the community

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All Families Have Hopes and Dreams For Their Scholars
Why Blackboard?
Meeting parent communication expectations

<table>
<thead>
<tr>
<th>Top five parent communication preferences for staying involved</th>
<th>Provided by Blackboard solutions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>✓</td>
</tr>
<tr>
<td>Parent portal</td>
<td>✓</td>
</tr>
<tr>
<td>School web site</td>
<td>✓</td>
</tr>
<tr>
<td>Text message</td>
<td>✓</td>
</tr>
<tr>
<td>Mobile app</td>
<td>✓</td>
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</table>
All your information in one place

- District & school websites
- Calendars
- News
- Other resources
## Blackboard and parent engagement

<table>
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<th>Notification</th>
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<tr>
<td>District, school, and classroom websites—simplified through a single platform that connects your entire learning community</td>
<td>Fast, reliable notifications to parents via phone, SMS, email and more</td>
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<tr>
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<th>Social</th>
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<td>A custom, branded mobile app for your district or school keeps your community connected anywhere, anytime</td>
<td>Grow your social presence safely and confidently with the first ever social media manager built for K-12, accessible via one simply, easy-to-use interface</td>
</tr>
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</table>
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