Partnership Practices

An Exploration of Partnership Research and Best Practices
The Parent & Educator Partnership

• The Parent & Educator Partnership (PEP) is an Illinois Statewide Technical Assistance Center (ISTAC) of the Illinois State Board of Education (ISBE).

• The PEP project advances the ISBE's priority to improve the delivery of training, technical assistance and coaching to parents of school-age children and educators.
Stages of Implementation

**Exploration**
- Explore Evidenced Based Practices that match needs
- Look at what it might take to implement new practice
- Exploration is always happening

**Installation**
- Put in place infrastructure to support new practice
- Make adjustments to allow for implementation

**Initial Implementation**
- Begin to implement new practice
- May review components agreed upon in previous two stages

**Full Implementation**
- Implementation is happening throughout
- Care is taken to implement with fidelity
Exploration

• Explore evidence based practice
• Look at what it might take to implement new practice

Exploration is always happening
The Hoover-Dempsey & Sandler Model of Parent Involvement

• **Welcoming and Honoring Parents** - Helping motivate parents to be involved, helping parents feel invited to participate, and understanding and honoring factors that effect parent participation

• **Connecting Parent Involvement to Increased Student Learning** — Where parents can influence and what parents can do to influence their children’s learning behaviors and beliefs

*Adopted from The Hoover-Dempsey & Sandler Model of Parent Involvement (2005)*
Parent Motivations for Involvement

*Review the article (document 1). What Ah-ha moments did you have? Does this information raise any questions?*

- Parental **Role Construction** for Involvement
- Parental **Sense of Efficacy** for Helping the Child Succeed in School
- Parental Responses of **Invitations** to Involvement

*Adopted from The Hoover-Dempsey & Sandler Model of Parent Involvement (2005)*
Three Motivating Factors
for Parent Involvement

Welcomed
Job Description
Capable

Adopted from The Hoover-Dempsey & Sandler Model of Parent Involvement (2005)
Reflection

• What welcoming invitations is your district currently giving to families to be engaged in their child’s education?

• How is your district currently promoting the families role in understanding they should be involved?

• What opportunities is your district providing to families to build their knowledge and sense of efficacy in making a contribution?
Findings

• **Student success** – Home and family factors account for 49% of the influence on student performance.

• **Cost effective** – Schools would have to spend $1,000 more per pupil to reap the same gains in student achievement that parent involvement brings.


Findings

• **Improved child literacy** - When families who were initially uninvolved in the school then became more involved, their children's literacy improved.

• **Lack of family guidance** – Relates to poor academic achievement.

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Findings

• *Programs and interventions* that engage families in supporting their children’s learning at home are linked to higher student achievement (p. 25)

• *The more families support* their children’s learning and educational progress, the more their children tend to do well in school and continue their education (p. 30)
Findings

• **Families of all cultural backgrounds**, education, and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework (p. 34)

• **Involvement activities that are linked to student learning** has a stronger association with achievement than more general forms of involvement. (p. 38)

Findings

• **Multiple settings where children learn** – Parents make important decisions about whether or not their children will take advantage of learning opportunities outside of school. Parent behaviors around learning activities such as reading, conversations about school-related matters, and visiting the public library are linked to improved reading comprehension in children.
Findings

• **Continuous across a child’s life.** Consistent family engagement in education during children’s elementary school years is also related to positive academic and behavior outcomes; family engagement remains important in adolescence and predicts healthy youth behaviors and higher rates of college enrollment.
Why Partnerships

• One of the most effective messages district leaders of family engagement efforts can share with their superintendents and local board of education is that family involvement matters in improving student achievement.
Welcome to the Demographic Gap

<table>
<thead>
<tr>
<th>Teacher Information</th>
<th>Student Information</th>
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<tbody>
<tr>
<td>White – 83.3%</td>
<td>White – 51%</td>
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<tr>
<td>Black – 7.1%</td>
<td>Black – 18%</td>
</tr>
<tr>
<td>Hispanic – 5.3%</td>
<td>Hispanic 23.6%</td>
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<tr>
<td>Asian – 1.3%</td>
<td>Asian – 4.2%</td>
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<tr>
<td>Pacific Islander – 0.1%</td>
<td>Pacific Islander – 0.1%</td>
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<tr>
<td>American Indian – 0.2%</td>
<td>American Indian – 0.3%</td>
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<tr>
<td>Multi-racial – 0.8%</td>
<td>Multi-racial – 2.8%</td>
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<tr>
<td>Male – 23.1%</td>
<td>Male - &gt;50%</td>
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<tr>
<td>Female – 76.9%</td>
<td>Female - &lt;50%</td>
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</table>

Reflection

• Does a demographic gap exist at your school or district?
• Why address a demographic gap?
• How may schools address the demographic gap?
Reflection

What other gaps may need to addressed?

• **Achievement** – Are all subgroups meeting AYP?
• **Opportunity** – Do all students have the same opportunity for success once they leave our classrooms?
• **Perception** – Does staff and families have the same perception about our schools?
Here’s the Point

• Family and community engagement can be a strategy for getting students reading at grade level, closing achievement gaps, and motivating students for long-term educational success.
Key Principle

• **Schools cannot do it alone** – School staff, independent of parent participation, cannot meet students’ needs, especially the needs of those students who are the most disadvantaged and at-risk.
Key Principle

• *Shared responsibility* - Families and schools should actively engage in dialogue about their complementary responsibilities and strive to reach agreement on family roles as consumers of education, partners in student learning, and advocated for high performance.
Defining Family Engagement

• Families play significant roles in supporting their children’s learning not only in the home, but also by guiding their children successfully through a complex school system, and strongly advocating for their children and for effective public schools.
5 Essential Supports for School Improvement

1. Coherent instructional guidance system – the what and how of instruction.

2. Professional Capacity – developing quality staff

3. Strong parent-community-school ties – the quality of these ties links directly to students’ outcomes and school participation

4. Student-centered learning climate – a climate that enable students to believe in themselves, to persist, and ultimately achieve

5. Leadership drives change – cultivate a growing cadre of leaders (teachers, parents, and community members)
Characteristics of Authentic Participation

In School Reform

1. A community of parents committed to school improvement
2. Relationships of trust between parents and schools
3. Development of parent participation and leadership skills
4. Parent opportunity to influence the process and outcomes of an issue
5. Parent Participation in a deliberation process where all participants are on equal footing
6. New roles for school administrators and teachers as partners who listen to parent concerns, work with them on issues, and engage them in open dialogue
7. Changes in local administrative systems to support authentic participation
Linking our efforts

Authentic Participation

School Improvement

What words do you find in common?
Complementary Learning

- School and nonschool supports complement one another to create an integrated set of community-wide resources that support learning and development.

A Framework for Partnerships

Topic 8:

• Teamwork
• Goal Orientated Action Plans
• Multidimensional Definition of Involvement and Engagement
• Evaluating Partnership Practices

How may this framework fit into the school improvement efforts of your district?
District Leadership

• **Fostering district-wide strategies**
  
  • Link family engagement to district instructional goals
  
  • Create an infrastructure that elevates and communicates about the importance of family engagement
  
  • Implement performance measures of both effort and effect

District Leadership

• **Building School Capacity**
  
  • Provide ongoing professional development, coaching, and technical assistance
  
  • Initiates school-based action teams for partnerships that are linked to school improvement
  
  • Assist building administration to recruit parent volunteers to serve as liaisons

District Leadership

• **Reaching out to and engaging families**
  
  • Create feedback loops
  
  • Provide leadership and skill development training for families
  
  • Create data systems that collect and share information with families
Assessing Promising Practices

Respond to the questions below using the following rubric:

1 = Does not meet expectations  
2 = Approaching expectations  
3 = Meets expectations  
4 = Exceeds expectations

1. Our district’s mission statement supports family engagement

2. The superintendent/principal has a vision for family engagement and clearly communicates that vision

3. Family engagement activities are directly connected to student outcomes

4. Our district/school demonstrates a commitment to family engagement as a core instructional strategy

5. Our district has a designated family engagement specialist

6. Our district provides or seeks out technical assistance professional development for staff on family engagement

7. Our district/school creates plans for partnership

8. Our district/school assesses partnership plans at least annually

9. Our district has strategic plans to help schools welcome and involve families in their child’s learning

10. Our district/school requests input from families to assess partnership outcomes

11. Our district/school provides workshops focused on student learning

12. Family engagement is integrated in and among all departments

13. Information about family engagement is shared among staff

14. Data is used to inform family engagement plans
School Leadership

• **School-based Action Team For Partnerships (ATP):**
  • Select the members of the ATP including 6 to 12 members, with teachers, parents, principal, and others selected for their interest in and commitment to positive school, family, and community connections;
  • Identify the chair and co-chairs of the ATP;
  • Use a committee structure for the ATP to focus on four school improvement goals;
  • Complete a One-Year Action Plan for Partnerships;
  • Establish a schedule of monthly meetings for the full ATP; and
  • Decide how often and in what ways the ATP will report their progress.
School Improvement Team

Action Team for Partnerships

Academic Goal

- Two activities to reach your school improvement goal

Academic Goal

- Two activities to reach your school improvement goal

Behavior Goal

- Two activities to reach your school improvement goal

Climate Goal

- Two activities to reach your school improvement goal

Practices from

- TYPES 1 - 6

To meet your goal plans
Keys to Successful Partnerships:
Six Types of Involvement

1. Parenting
   Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.

2. Communicating
   Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.

3. Volunteering
   Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

4. Learning at Home
   Involve families with their children on homework and other curriculum-related activities and decisions.

5. Decision Making
   Include families as participants in school decisions, and develop parent leaders and representatives.

6. Collaborating with the Community
   Coordinate resources and services from the community for families, students, and the school, and provide services to the community.
Developing an Action Plan

Student Achievement

TYPE 1: PARENTING

TYPE 2: COMMUNICATING

TYPE 3: VOLUNTEERING

TYPE 4: LEARNING AT HOME

TYPE 5: DECISION MAKING

TYPE 6: COLLABORATING WITH COMMUNITY
### ONE-YEAR ACTION PLAN

**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

<table>
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<tr>
<th>School:</th>
<th>School Year:</th>
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**GOAL 1: ACADEMIC**
((Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.)

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<th>Desired result(s) for THIS goal:</th>
<th>How will you measure the result(s)?</th>
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Organize and schedule the family and community involvement activities to support THIS goal.

<table>
<thead>
<tr>
<th>ACTIVITIES (2 or more, continuing or new)</th>
<th>TYPE (1-6)</th>
<th>DATES OF ACTIVITIES</th>
<th>GRADE LEVEL(S)</th>
<th>WHAT NEEDS TO BE DONE FOR EACH ACTIVITY &amp; WHEN?</th>
<th>PERSONS IN CHARGE AND HELPING</th>
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Any extra funds, supplies, or resources needed for these activities?
Parent Leadership

Topic 9:

- Deciding
- Organizing
- Engaging
- Educating
- Advocating

How may the parent leadership practices described in this brief fit into your district’s school improvement plans?
A Continuum of Parent Leadership

Parents as Teachers of their own children
Parents as Supporter of teachers and schools
Parents as Decision Makers
Parents as Leaders of other parents

Parent Leadership Development

**Parent Leadership 101.**

- Parental **Role Construction** for Involvement
- Parental **Sense of Efficacy** for Helping the Child Succeed in School
- Parental Responses of **Invitations** to Involvement
## Action Planning: Goal 1 - Invited

<table>
<thead>
<tr>
<th>Things I plan to do to help parents feel more welcome at our school</th>
<th>I will recruit these parents to help me</th>
<th>Steps to complete activities</th>
<th>Start date-Completion date</th>
<th>Where does this fit into your school improvement plan?</th>
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### Action Planning: Goal 2 – Role

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<th>Things I plan to do to help parents understand they should be involved in our school</th>
<th>I will recruit these parents to help me</th>
<th>Steps to complete activities</th>
<th>Start date-Completion date</th>
<th>Where does this fit into your school improvement plan?</th>
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### Action Planning: Goal 3 - Capable

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<th>Things I plan to do to help parents understand what they can do to help our students be more successful</th>
<th>I will recruit these parents to help me</th>
<th>Steps to complete activities</th>
<th>Start date-Completion date</th>
<th>Where does this fit into your school improvement plan?</th>
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Family Engagement in MTSS

**BENEFITS FOR STUDENTS**
- Setting and monitoring progress toward academic growth
- Feeling supported by parents and teachers in setting and reaching goals
- Working with parents and teachers to improve academic performance

**BENEFITS FOR TEACHERS**
- Positive interaction with parents and students
- Feeling supported by parents in getting and keeping students on academic growth
- Collaborating with other staff to involve parents in improving student performance.

**BENEFITS FOR PARENTS**
- Understanding they should be involved in their child’s learning at home and school
- Knowing they are capable of monitoring their student’s progress and supporting learning at home and school
- Feeling invited by their school and student to make a contribution
- Collaborating with school staff in getting and keeping their student on track for academic growth
- Accessing academic enrichment and other resources in the school and the community to support student’s progress.
The Outcome

• Previously non-achieving students enjoy learning with excellent achievement. Community, business, and home become common places for student learning. Data sharing with families is about learning and improvement, not blame and inadequacy.
The real work of school improvement is re-culturing
The Parent & Educator Partnership

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