Enhancing Parent Engagement:
The Indicator 8 Training Modules Series

October 15, 2010

Creating Family-School Partnerships

http://www.youtube.com/watch?v=81LPAu5TkAY

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Enhancing Parent Engagement

AGENDA:

- – Setting the Context

- – An Overview of the National PTA Standards

- – The Indicator 8 Needs Assessment

- – Unpacking the Training Modules

Enhancing Parent Engagement

Setting the Context

Enhancing Parent Engagement

- Top 5 Reasons Schools Need to Engage Parents

Top Five Reasons Schools Need to Engage Parents

5. Research shows that students with involved parents are more likely to:
   - earn higher grades and test scores;
   - attend school regularly;
   - have better social skills;
   - adapt well to school; and
   - go on to postsecondary education (National Parent Teacher Association, 2009).

4. Parents express a genuine and deep-seated desire to help their children succeed academically, regardless of differences in socioeconomic status, race, ethnicity, and cultural background (Mapp, 2004).

3. Because parents and teachers share an interest in and responsibility for children's learning and development, parents' voices and ideas add important dimensions to school decisions about children's education (Epstein, 2001).

2. Schools that have engaged parents benefit from:
   - improved teacher morale;
   - increased support from families; and
   - improved collaboration across the schools' communities (Henderson & Berla, 1994).

1. Positive student outcomes are evidenced in schools where educators communicate effectively and involve parents in activities focused on specific, targeted content such as behavior, attendance, math proficiency, homework, and/or reading (Epstein, 2005).

Enhancing Parent Engagement

IDEA

- State Performance Plan – Indicator 8:

Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

Enhancing Parent Engagement

IDEA

- State Performance Plan – Indicator 8:
  - How is the data collected?
  - Each year, parents of school-aged students with disabilities in approximately one-fifth of the state's LEAs receive the NCSEAM survey by mail and are asked to complete it. The survey consists of 25 questions designed to measure schools' efforts to partner with parents.

Enhancing Parent Engagement

IDEA

- State Performance Plan – Indicator 8:
  - Question: What is a sufficient percent of parents with a school age child receiving special education services reporting that their schools met the NCSEAM standard of school-facilitated parent involvement as a means of improving services and results for children with disabilities?

Enhancing Parent Engagement

IDEA

Enhancing Parent Engagement

**Overview of Phase I -
Resource Development**

Enhancing Parent Engagement

- Project Targeted for School Districts and Charter Schools
  - Continuous School Improvement
  - Effective Parent Engagement

- Developed In Partnership With:
  - Federally Funded Parent Centers
  - PaTTAN Parent Consultants
  - Consultline

Enhancing Parent Engagement

Phase I:

- Development of publications for LEAs

- Dissemination of publications began in April, 2009
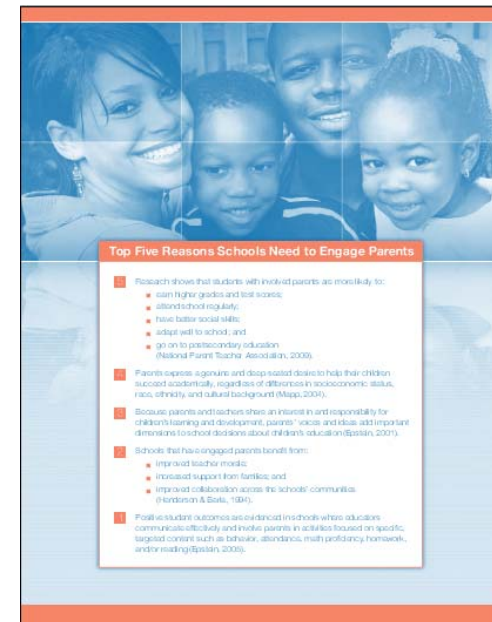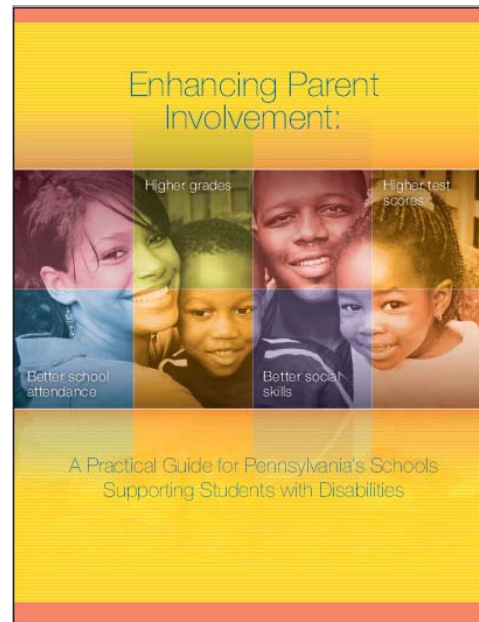
Enhancing Parent Involvement:
A Practical Guide for Pennsylvania's Schools

- Themes
  - Leadership
  - Relationships
  - Training

- Each theme consists of:
  - Considerations based on research and best practice
  - Suggestions for implementation
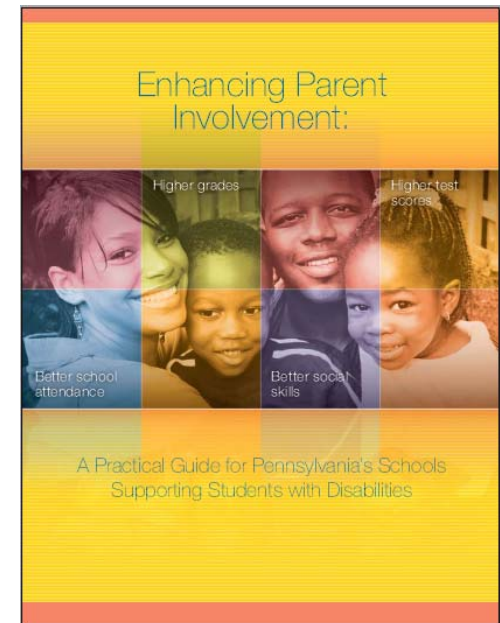
Section I: Leadership

- Involve parents in decisions that affect student achievement

- Establish a rapport with the broader community

- Develop a family-school partnership policy

Section II: Relationships

- Family involvement that supports student learning at home is linked to improved student achievement (Henderson & Mapp, 2002)

- Family involvement is not a one-size fits all model

- Relationship building requires ongoing, two-way communication

Section III: Training

- Focus – Supporting Parents of Students with Disabilities

- Parent and Family Training
  - Processes and programs of general and special education

- School Staff Training
  - Core tenets of parent engagement

Enhancing Parent Engagement:
Phase II

Enhancing Parent Engagement

A Review of PTA's National Standards for Family-School Partnerships

Standards for Family-School Partnerships

- Form groups of six

- Each member of the group will review a PTA standard

- Take notes on the Jigsaw worksheet found on the training CD

- Share findings with small group
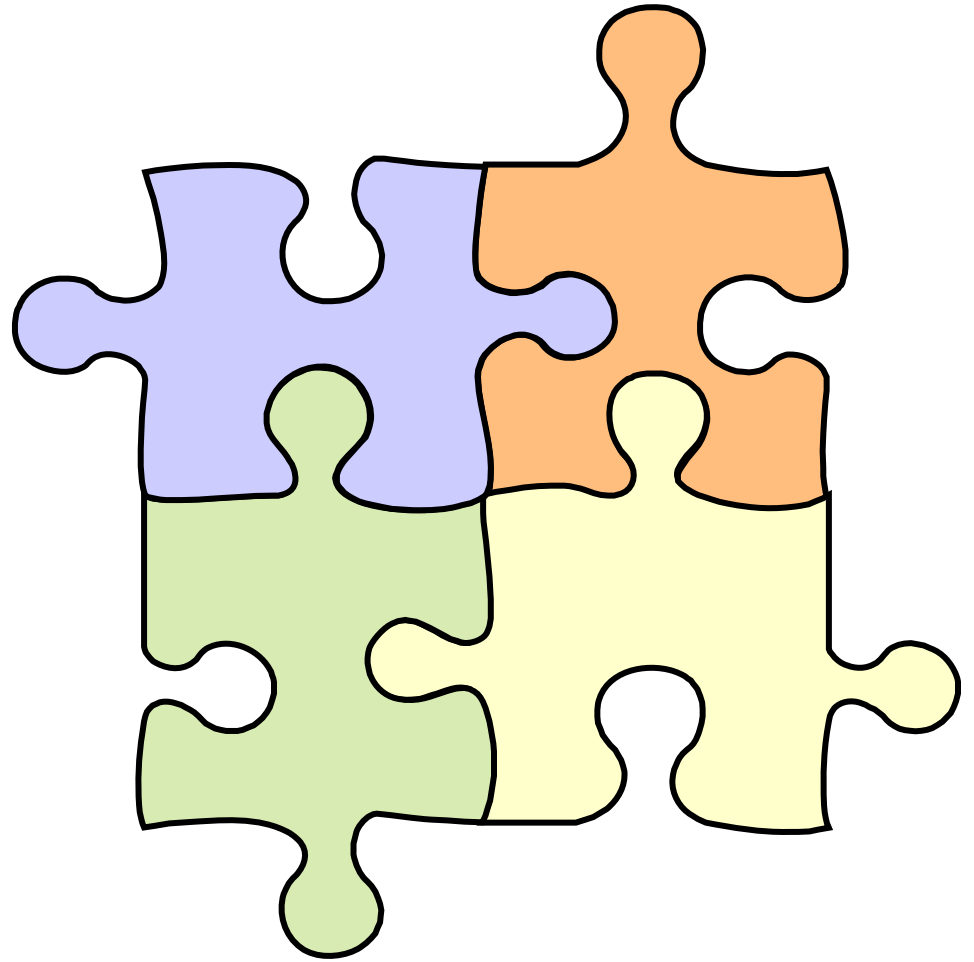
Professional Development Modules

Parent Engagement Needs Assessment Summary

Check the level of evident practice for each standard, based on the overall rating of your school's work. The overall rating per standard is found in the summary table at the end of each of the sections of the needs assessment. Based on your school's work in each of the standard areas, identify the top three standards your school will need to address through the Indicator 8 training module series.

	Not Evident	Partially Evident	Evident	Priority
Standard 1: Welcoming all Families into the School Community				
Standard 2: Communicating Effectively				
Standard 3: Supporting Student Success				
Standard 4: Speaking Up for Every Child				
Standard 5: Shared Decision Making				
Standard 6: Collaborating with Community				

Enhancing Parent Engagement

Phase II:

- Development of professional development modules for LEAs

- Each module addresses one of the National PTA Standards for Family and Community Engagement

National PTA Standards / Family-School Partnerships:

1. Welcoming all Families Into the School Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Shared Decision Making
6. Collaborating with Community

Professional Development Modules

- Modules include:
  - self-reflection activities
  - hands-on, practical experiences and action planning

- Resources and materials will be included provided as an electronic toolkit

Professional Development Modules

Professional Development Modules

- Modules include:
  - module overview
  - core PowerPoint presentation with trainer's notes
  - activity sheets
  - handouts
  - resources

Professional Development Modules

Standard 1: Welcoming All Families

Purpose of Module: Families and community organizations are needed to build successful schools for all students. Schools that offer a welcoming environment and that demonstrate respect for and recognize the value of family and community involvement produce positive outcomes for all. The purpose of Standards#1: Welcoming All Families is to assist school personnel in addressing means by which to establish and/or foster an inclusive, supportive and accepting school culture that welcomes and engages families at the school and classroom level. This module is designed to help schools indentify their strengths and areas of growth in relation to welcoming all families into the school community.

In total, there are 4 separate topical areas that are addressed in this module: Family Friendly Atmosphere, Accessibility, Relationships, and Family Involvement. While all 4 topical focus areas hold relevance for schools and districts that prioritize Standard 1 as a priority, the module trainer may decide to address any combinations of the 4 topics in order to successfully implement the objectives of this module. Trainer decisions regarding which of the 4 topics to address are site-based determinations, if not addressing all 4 topics within the module for Standard 1.

Objectives for this Module:

- Participants will construct a plan to address an inclusive, supportive, and accepting school culture that welcomes and engages families at both the school and classroom level.
- Participants will develop a plan to reduce barriers to meaningful family engagement at the school and classroom level.
- Participants will demonstrate strategies that foster the development of authentic relationships with families.
- Participants will identify a continuum of options for families to contribute to their children's schooling in a meaningful way.

Training Module Components	Time Needed	Activities	Materials
Opening, Welcome and Objectives	5 minutes	Not Applicable	PowerPoint slides 1-3 (Note: Slide #4 both situates for the trainer the 4 topical focus areas addressed in this module and directs the trainer to the

			various entry points for Standard 1. It is not necessary to share slide 4 during the actual presentation of the module.)
Family Friendly Atmosphere	30 Minutes	Optional Activity – Reading the Research (see facilitator notes on slide # 7)	PowerPoint slides 5-18 Articles cited on slide #7 (Henderson and Mapp, 2002) and (Epstein, 2005), which are available in this module's Articles and Resources Folder
	30 Minutes	Activity 1 - Reflections on a Welcoming Environment (see facilitator notes on slide # 9)	Activity sheet 1.1 – Reflections on a Welcoming Environment, chart paper, markers Handout 1.1 – Debriefing Worksheet (note: for facilitator's use, only)
	30 Minutes	Optional Activity - Active Listening (see facilitator notes on slide #10)	Handout 1.2 – The Art of Active Listening
	30 Minutes	Activity 2 – Visitors as Customers (see facilitator notes on slide #12)	Activity sheet 1.2 – Visitors as Customers, Activity 1.2 Advance Organizer, Activity 1.2 articles, Handout 1.1 - Debriefing Worksheet (note: for facilitator's use, only)

	Variable	Activity 3 – Welcoming School Collage (see facilitator noted on slide # 14)	Activity sheet 1.3 – Welcoming School Collage, Activity 1.3 Planning Sheet, note cards/post it notes Handout 1.1 - Debriefing Worksheet (note: for facilitator's use, only) Activity 2 Visitors as Customers

		Activity 7 Materials: Chart markers Activity 8 Trust Builders Activity 8 Materials: computers or copies of article Activity 9 Inclusionary Documents Activity 9 Materials: School documents	Activity 9 Inclusionary Documents
Family Involvement	2 hours	Slides 51-69 Options Include: Activity 10 Whole Child Education	Options Include: Activity 10 Whole Child Education Activity 11 Volunteer

Professional Development Modules

Professional Development Modules

- Modules include:
  - trainer's notes

Professional Development Modules

Welcoming Schools Collage – Part I
Time: 30 minutes

Purpose:
Read into what your students and their families tell you about what a welcoming environment actually looks like. As a home-school project, ask your students (and their families) to contribute pictures and photos for purposes of assembling collages that embody "welcoming" concepts.

Materials Needed:
Activity 1.3 Planning Sheet (see below)

Roles:
Facilitator, to give directions
Participants, to determine plan and oversee implementation of the "Welcoming" Schools Collage(s)

Activity:
The collage may be facilitated at the classroom, grade/department, or whole school levels. The activity may also be appropriate for school community groups, such as PTA/PTO, advisory panels, school volunteers, etc. As a team, discuss how you want to structure the activity and design a plan to implement the activity.

Welcoming Schools Collage – Planning Sheet

Planning Prompts	Notes / Person(s) Respon
1. Determine at which level the collage project will be implemented. (e.g. classroom, grade/department, school-wide level)	
2. Determine who will construct the collage(s). (e.g. teams of students, targeted classrooms/departments, each student and their family, identified school community stakeholder groups)	
3. Determine resources necessary to construct the collage(s).	
4. Determine in which venue the collage(s) will be constructed. (e.g. at school – during the school day, at home, during family-school events)	
5. Determine reasonable timelines for implementing the collage project. (e.g. kick-off date, submissions date for photos/pictures, window for collage assembly, display of products)	

Welcoming Schools Collage – Planning Sheet, Cont.

Planning Prompts	Notes /

Welcoming Schools Collage – Part II
Time: 30 minutes

Purpose:

Professional Development Modules

THE ART OF ACTIVE LISTENING

Active listening is all about building rapport, understanding, and trust. Are you a good listener?

Active Listening Skills

1. Restating

To show you are listening, repeat every so often what you think the person said — not by parroting, but by paraphrasing what you heard in your own words. For example, "Let's see if I'm clear about this..."

2. Summarizing

Bring together the facts and pieces of the problem to check understanding — for example, "So it sounds to me as if..." Or, "Is that it?"

3. Minimal encouragers

Use brief, positive prompts to keep the conversation going and show you are listening for example, "umm-hmmm," "Oh?" "I understand." "Then?" "And?"

4. Reflecting

Instead of just repeating, reflect the speaker's words in terms of feelings — for example, "This seems really important to you..."

5. Giving feedback

Let the person know what your initial thoughts are on the situation. Share pertinent

Professional Development Modules

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