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Keystones to Opportunity

Family Engagement and Family Literacy

Pennsylvania's Vision for Sustainable Growth in Reading Achievement

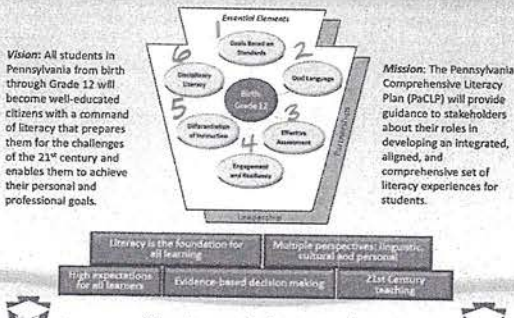
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*Presenter/Trainer:

Michell B. Ressler

Pa Comprehensive Literacy Plan

Vision: All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.



Mission: The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students.

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- 1- Goals based on standards
- 2- Oral Language
- 3- Effective Assessment
- 4- Engagement + Resiliency
- 5- Differentiation of Instruction
- 6- Disciplinary Literacy



Family Engagement

"My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system."

-Secretary of Education, Arne Duncan, May 3, 2010

I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!"

(Family Literacy Parent, Mifflin County, 2011)






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Activity

Turn to a neighbor and reflect on ways that parents or caregivers were involved in your education.



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Parent Involvement

Federal legislation defines parent involvement as:


The participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child (NCLB, 9101(32)).

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Today we will...

- Explore research that shows the effects of family engagement on children's literacy development and how it benefits children, adults, families, schools, and the community;
- Reflect on the impact assumptions made about diversity can have on family engagement;
- Examine promising practices in family engagement and consider the implications on our own practice
- Use mock data to assess levels of family engagement, identify strengths and weaknesses, and devise action steps to increase family engagement; and
- Create three action steps for incorporating and/or strengthening family engagement efforts for your school/district's integrated literacy plan.

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Nothing New...

"The school of the future will have as one of its important duties the instruction of parents in the means of assisting the child's natural learning in the home."
-Edmund Burke Huey, 1908



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Activity

Turn to a partner. Together, think of:
*2 reasons families might be reluctant to become involved with the school
*2 reasons that teachers might be reluctant to involve families



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The Research




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How Does Family Engagement Affect Children's Academic Achievement?



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Activity 


Take time to complete the survey, "How Family Friendly is Your School?" Complete the survey up to #20 of the multiple choice. We'll come back to this later.

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When and Where?



- The earlier in a child's life, the more powerful the effects
- The most effective parent engagement is when parents work directly with their children at home

(Michigan Department of Education, 2002).

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The Impact


When parents/families are involved, students have:

- o higher grades, test scores, and graduation rates,
- o increased motivation and better self-esteem,
- o lower rates of suspension, better attendance
- o enrollment in more challenging courses,
- o better social skills and adaptation to school
- o decreased use of drug and alcohol, and
- o fewer instances of violent behavior.

Michigan Department of Education, 2002; Henderson & Mapp, 2002



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Factors to Consider


- Parents' satisfaction with their child's school
- Reading practice at home with parents
 - Home literacy environment

(Michigan Department of Education, 2002).





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3 Major Factors of Family Engagement




1. Families' beliefs about what is important, necessary, and *permissible* for them to do with and on behalf of their children
2. The extent to which families believe that they can have a positive influence on their children's education (self-efficacy)
3. Families' perceptions that their children and the school want them to be involved


(Michigan Department of Education, 2002).



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- Specific school programs and teacher practices
- School-initiated activities to help parents/families improve the home environment
- Providing parents/families with specific information on what to do to help their children

(Michigan Department of Education, 2002).

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Activity 6

- Based on the information shared so far today and the article you read in preparation for today, write 5 of the most important research-based benefits of family engagement that you have observed.
- Draft a way that you will let parents know that you WANT them to be involved with you and with their children's education.
- List 3 community partners that you could work with to provide for better engagement of families in your school.

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Family Engagement

Essential, Relational, Systemic



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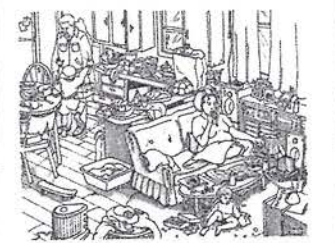
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Karen L. Mapp

CAKE REFERENCE:

- family engagement
 - ↳ flour
- great instruction
 - ↳ baking powder ^{Soda?}

Strengths




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How is your school doing? 7.9



Please complete the survey, "How well is your school doing?" Have a table discussion on any revelations you have.

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The journey towards cultural competency...



- Building on strengths
- Understanding cultural values
- Personal commitment to learning about other cultures
- Network of supports
- Awareness of hidden rules
- Links to learning

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All families, no matter what their income, race, education, language, or culture, want their children to do well and can make important contributions to their children's learning.






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Self-Efficacy



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success (is)

raise



self-efficacy

What is Self-Efficacy?

- Belief that one has some reasonable control over decisions (voice)
- Belief that one will have some success

<http://www.youtube.com/watch?v=wrzzbaomLmc&feature=related>


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- ① Perf. Attainments
- ② Vicarious Experiences
- ③ Verbal Persuasion
- ④ Physiological States

Why should schools support the development of strong self-efficacy beliefs?




Schools will:

- Gain the student learning benefits from their parents' active involvement

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Four Specific Factors Contributing to Self-Efficacy



1. Parents' personal success
2. Parents' vicarious experience of success
3. Verbal encouragement and persuasion
4. Personal emotional arousal

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Core Belief

All parents have the capacity to support their children's learning.

Parents' choices about being involved in their children's education are influenced by 3 key factors:

- Role construction
- Efficacy
- Sense of invitation

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parents

Core Belief

Reciprocity:
Everyone has something to offer and everyone should get something positive out of the relationship

Parents and school staff should be equal partners.

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school
staff

Activity 10

In a small group, review the Mutual Relationship handout.
As a group, create three quotes that would complete the chart on the handout.

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Teachers play a critical role in building parents' self-efficacy for supporting learning.

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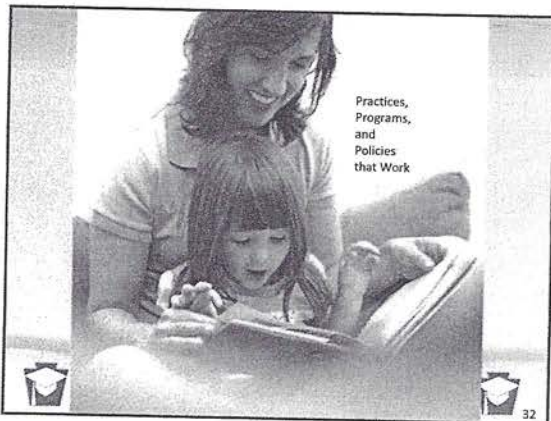
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Principals are key to successful parent engagement

- Support from the principal is important for teachers' development of personal self-efficacy for involving all parents
- Principals should highlight parent engagement regularly as part of a school wide effort

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Practices, Programs, and Policies that Work

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Effective Family Engagement

- Linked to learning
- Provides parents with a clear idea of what students are learning and doing
- Promotes high standards
- Provides parents with skills/strategies to help their children with specific learning
- Helps parents understand what good teaching looks like
- Focuses efforts on improving learning for all students

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- Supports families involvement in decision-making
- Promotes families' connections with each other, school staff and community groups
- Invites officials to school to respond to families' concerns
- Gives families information about how the system works

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School lingo or FE Opportunities **11-13**

GRADE

ITERS-R/ECERS-R

PA Common Core

SAS Standards Aligned System

DIBELS

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Six Word Memoir Classroom Activity

<http://www.youtube.com/watch?v=To6iaUHF8II>

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National PTA Standards for Family-School Partnerships

- **Standard 1:** Welcoming all families
- **Standard 2:** Communicating
- **Standard 3:** Supporting student
- **Standard 4:** Speaking up for every learner
- **Standard 5:** Sharing power
- **Standard 6:** Collaborating with

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Engaged Parents Are...

1. **Supporters** of their children's learning
2. **Monitors** of their children's time, behavior, boundaries, and resources
3. **Models** of lifelong learning and enthusiasm for education
4. **Advocates** for improved learning opportunities for their children and at their children's school
5. **Decision makers/choosers** of educational options for their children, the school, and the community
6. **Collaborators** with school staff and members of the community

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info. from:
FACE Handbook
(resource)

Activity

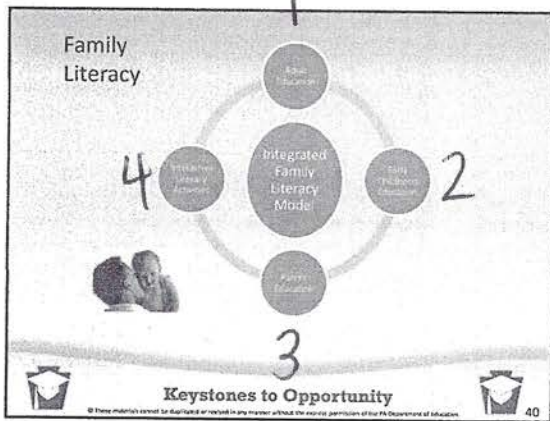
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- As a table, choose an article to read about a program, practice, or policy related to family engagement.
- Using the "Effective Strategies Activity" as a guide, record key points, strengths and challenges of the practice, determine alignment with standards and markers, and how it might be adapted for your setting.
- Select a group member to report out to the larger group.

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- * Boston ('08) = 56,000 pop
72% free/red. lunch
- * Fed. Way () =
- * Oakland, CA () = 39,000 64%
- * Prince George, MD = 128,000 48%
- * St. Paul, MN = 69%?
- * Wichita, KS = 50,000 48%



1 - Adult Education

2 - Early Ch. Ed.

3 - Parent Education

4 - Interactive Literacy Activities

Comprehensive Family Literacy- Video
<http://www.youtube.com/watch?v=2Oh1TinTCzA>

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Even Start Literacy

Who Benefits from Family Literacy?
Children

Children participating in Family Literacy programs show positive progress in...

- School achievement
- Attendance
- General knowledge
- Oral language
- Overall reading achievement
- Writing
- Math and science scores
- Social skills, self-esteem, and attitudes toward school
- Motivation to read
- English (ELL)

(Padak & Rasinski, 2003).
literacykent.edu/ocs/ej/Pubs/WhoBenefits2003.pdf

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Who Benefits from Family Literacy?
Parents/Adults

Parents/Adults participating in Family Literacy programs show positive progress in...

- Persistence (Parents persist in family literacy longer than in other types of adult literacy education)
- Attitudes about education
- Reading achievement
- Writing ability
- Math and science knowledge
- Knowledge about parenting topics and child development
- Social awareness and self-advocacy
- Employability

(Padak & Rasinski, 2003).
literacy.kent.edu/opsis/Pubs/WhoBene/lits2003.pdf

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Who Benefits from Family Literacy?
Families

- Value education more
- Become more involved in schools, which leads to better achievement for children
- Become emotionally closer within the family
- Read more and engage in more literacy based behaviors at home
- Build a foundation for lifelong learning

(Padak & Rasinski, 2003)

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Who Benefits from Family Literacy?
Schools

Because of programs like Family Literacy:

- Children's social skills, self-esteem, and attitudes toward school increase
- Parents involvement in education is strengthened
- Families value education more
- Overall school achievement increases

(Padak & Rasinski, 2003)

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Who Benefits from Family Literacy?

Society

Because of programs like Family Literacy, there is a decrease in:

- Nutrition and health problems
- Low school achievement and high school dropout rates
- The number of teen parents
- Joblessness and welfare dependency
- Home and community violence

(Padak & Raskinski, 2003)



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Activity

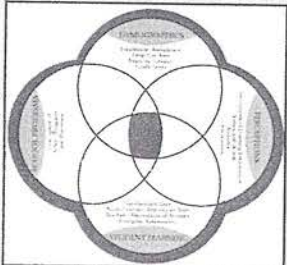
Using the Benefits Handout from earlier today, list 5 benefits that stood out to you resulting from family literacy.

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Bernhardt's Multiple Measures





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A Team Approach



- Expands and ensures understanding with shared knowledge and problem-solving
- Action Research provides a strategy for improvement

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What is Action Research?

- Systematic analysis of a problem
- Identification of interventions that might resolve the problem
- Gathering of evidence (data) that capture the results of the intervention
- Careful analysis of and reflection on the results



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4 Stages of Action Research



- Question-Posing
- Planning
- Enacting and Observing the Intervention
- Analyzing and Reflecting

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Stage 1: Question Posing 17-18

- Consider how your school can improve family engagement
- Starting points for your "wonderings" can be guided by the following:
 - "I am curious about..."
 - "I would like to improve..."
 - "I don't understand why..."
 - "How can we...?"

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Stage 2: Planning the Intervention 18-19

Ask these questions as you plan:

- What does the data suggest?
- What specific outcomes do we want to achieve?
- What interventions will help us reach or exceed these outcomes?
- What are possible side effects of these interventions?
- What resources will we need? (human or other)

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Stage 2: Planning the Intervention (cont.) 18-19

- What is the baseline? If you want to have a sense of "better," you need to know where you are starting.
- What are our goals? How will we know if we reached them? What are my criteria for success?
- What data will tell us if each intervention worked?
- What constraints in data collection might we encounter? What can we do about them?



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Action Research Question

Your question should include:



- Intervention (controllable action)
- Data that will inform your success
- Cause and effect (if we try this, then this will occur)
- Intended outcomes in measurable terms

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Stage 3: Observing the Intervention 



- Start your intervention(s).
- Collect data and analyze for each intervention.
- Change or add interventions if it doesn't seem that you are getting the results you want.
- Bring in another person to your team, if necessary.

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Stage 3: Observing the Intervention (continued) 

- Collect more data. Check progress.
- Monitor and evaluate the changes.
- Document along the way.
- Decide when to stop collecting data and begin reflecting on what it means.

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Stage 4: The Reflection

- What were the results?
- Did our intervention(s) make a measurable difference?
 - If so, did we meet/exceed our criteria for success?
 - If not, how far were we from attaining them? What could we have done differently?
- What do these results mean? Did the changes accurately reflect what happened? Did something else happen to affect the outcomes?

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Stage 4: The Reflection (cont.)

- What will we continue to use in our program?
- What can we change to make this idea even better?
- What was less helpful that we can discard?
- How can we repeat this (or have others repeat it) to develop more validity for this intervention?
- What lessons have we learned?

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Using Data for Decision Making



Review data packet
Use practitioner action research guide to analyze data
and complete plan of action

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Never doubt that a small group of thoughtful, committed people can change the world. Indeed , it is the only thing that ever has.

Margaret Mead



Today I will...
This week I will....
This month I will....

Thank you for your participation!

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