

Rethinking the Connection: Enhancing Communication with Family, Community Stakeholders and Schools

Webinar Series from ISBE's Draft Family
Engagement Framework Guide



Why are We Here Today?

- To gain a deeper understanding of how enhance communication efforts with families
- To learn how this work is happening in the field



Our Presenters

Academic Development Institute



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How to Participate in Today's Webinar

Questions:

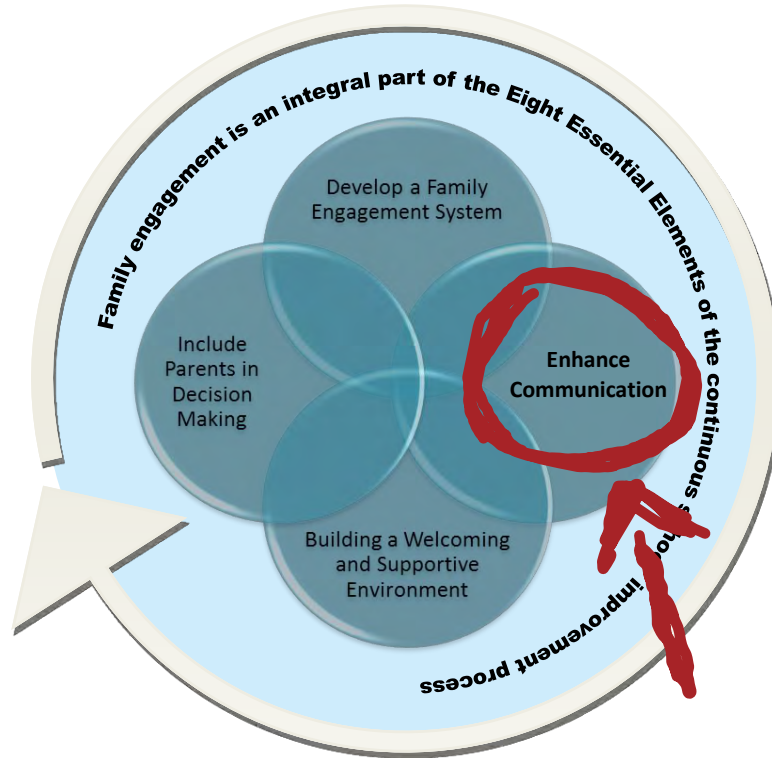
The presenter will respond to your questions during the presentation at identified times.

Participation instructions:

Type your question/comments into the Question Box



ISBE Family Engagement Framework Guide Overview



- Districts and schools partner with families
- Families are engaged on a regular basis and are seen across the 8 Essential Elements
- When critical stakeholders partner, educational systems are stronger and more effective



Evidence-Based Practice: The Research Review

According to a study by Christenson, et al., most effective interventions to promote academic and social development of children are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information and those involving communication between school and home (1997).

Research Review: Enhancing Communication

According to a study by Christenson, et al., most effective interventions to promote academic and social development of children are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information and those involving communication between school and home (1997). Paramount to effective communication are the beliefs that: supporting student learning and healthy development is a shared responsibility; all parents can positively impact student outcomes; and parental input and diverse perspectives are valuable (Sputo-Manning, M & Swick, K, 2006; Swick, 2003). In addition, when families are engaged in ways that are linked to learning and healthy development, students make greater gains (Henderson, and Mapp, 2002). District and school personnel can support this by sharing information and having a dialogue with parents about:

- the Common Core and IL Learning Standards
- the curriculum used to address the standards
- expectations and classroom activities
- the strategies teachers are using to promote students' academic, physical, social, emotional, and behavioral

concerns are identified, teachers need to communicate these concerns to the parent and describe any strategies implemented in the classroom to address the barrier(s) to learning. The teacher should also invite the family in solving any school related concerns (2008).

Cultural Considerations

It is critical that programs use communication practices that are sensitive to the diverse language and cultural backgrounds of the families they serve. Sohn and Wang (2006) found that Korean born mothers, even those who spoke English well, had difficulty communicating with teachers face-to-face. Due to their strong reading and English grammar skills, their preference was to communicate with teachers through email or program letters. Rous et al. (2003) also found that families who do not speak English well may have difficulty understanding phone conversations as they are unable to rely on non-verbal cues. Lastly, DuPray and Axner (1997) and Rous et al. (2003) found vast cultural differences in communication styles and nonverbal behavior across families in their studies. These differences, however, should



Key Characteristics of Effective Communication Strategies



Questions for Reflections



Family Engagement Standards of Effective Practice

Principle 3: Enhance Communication



District and school personnel engage in ongoing and meaningful two-way-exchanges of information with families to support student learning and healthy development.

Standards:

- 3A. District and school personnel ensure that communication is clear, constructive, and ongoing.
 - 3A.1. District and school personnel make certain that communication is accessible to all and in the languages of families.
 - 3A.2. District and school personnel use a variety of ways to communicate with families.
- 3B. District and school personnel provide information pertaining to parental rights.
- 3C. District and school personnel ensure that communication is linked to student learning and healthy development.
 - 3C.1. District and school personnel share information about how standards and curriculum are used by teachers.
 - 3C.2. District and school personnel help families understand student expectations and classroom activities.
 - 3C.3. Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development.
 - 3C.4. District and school personnel communicate with

parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner.

- 3C.9. District and school personnel share with parents any strategies implemented to address barriers to learning.
- 3D. District and school personnel communicate district/school/classroom policies and practices.

Notes



Taking a Closer Look at the Standard: 3A

Principle 3: District and school personnel engage in ongoing and meaningful two-way-exchanges of information with families to support student learning and healthy development.

Standard	Descriptors
3A. District and school personnel ensure that communication is clear, constructive, and ongoing.	<p>3A.1. District and school personnel make certain that communication is accessible to all and in the languages of families.</p> <p>3A.2. District and school personnel use a variety of ways to communicate with families.</p>



Taking a Closer Look at the Standard: 3B

Standard

3B. District and school personnel provide information pertaining to parental rights.



Taking a Closer Look at the Standard: 3C

Standard	Descriptors
3C. District and school personnel ensure that communication is linked to student learning and healthy development .	<p>3C.1. District and school personnel share information about how standards and curriculum are used by teachers.</p> <p>3C.2. District and school personnel help families understand student expectations and classroom activities.</p> <p>3C.3. Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development.</p> <p>3C.4. District and school personnel communicate with families about how they can enhance student learning and healthy development.</p> <p>3C.5. District and school personnel inform parents of the types of summative and formative assessments that will be used each year.</p> <p>3C.6. District and school personnel share school-wide data with families and communities.</p> <p>3C.7. District and school personnel communicate regularly with parents about their students' and school's progress.</p> <p>3C.8. District and school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner.</p> <p>3C.9. District and school personnel share with parents any strategies implemented to address barriers to learning.</p>



Taking a Closer Look at the Standard: 3D

Standard

3D. District and school personnel communicate district/school/classroom policies and practices.



RPS 205 District Parent Advisory Council (DPAC)



Alignment with the Continuous School Improvement Process



We engage families as partners in all aspects
of building effective schools



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Making the Framework Actionable: FE Matrix

Curriculum

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Curriculum</u> A school or district curriculum is an educational plan that defines what the expectations are for the content, knowledge, and skills to be learned as well as the resources to be employed for documenting student progress and achievement.</p>	<ul style="list-style-type: none"> • How are families supported in becoming knowledgeable about the curriculum, standards, and expectations for their children? • Do families have an opportunity to provide input on the curriculum? • What venues and systems are being utilized to keep families regularly informed of classroom activities and assignments? 	<ul style="list-style-type: none"> • District and school personnel ensure that communication is linked to student learning and healthy development. <i>(Standard 3C.)</i> • District and school personnel share information about how standards and curriculum are used by teachers. <i>(Standard 3C.1.)</i> • Districts and schools regard families as valuable sources of knowledge and information to enhance curriculum and instruction. <i>(Standard 1H.3.)</i> • District and school personnel help families understand student expectations and classroom activities. <i>(Standard 3C.2.)</i> 	<ul style="list-style-type: none"> • Inform parents of English learners how they can be involved in the education of their children [20 USC 70126 (1)].

To review the full legislative requirements/ references, go to page 32.



Effective Communication Strategies

District and school personnel can support this by sharing information and having a dialogue with parents about:

- the Common Core
- the curriculum used to address the standards
- expectations and classroom activities
- the strategies teachers are using to promote students' academic, physical, social, emotional, and behavioral development
- how parents can enhance student learning and healthy development
- the types of summative and formative assessments that will be used each year
- school-wide data and the implications
- their students' and school's progress
- any academic, physical, social, emotional, or behavioral concerns in a timely manner
- any strategies that have been implemented to address barrier(s) to learning



Effective Communication Strategies

Epstein, M., et al. suggests that teachers proactively communicate with families before any problems are identified. Recommendations include:

- sending positive emails or notes home that highlight the student's strengths;
- providing a parent signature log with the child's homework assignments;
- building strong partnerships between parents and school counselors
- communicating regularly in multiple ways; and
- inviting parents to participate in school and out of school events.



Models of Practice

Illinois School Report Card

Online school report card goes beyond test scores to present a complete view schools. Information here help families to be an informed partner in your child's education.

PBIS/Learning Supports

PBIS is a Response to Intervention (RtI) model. Can be implemented at school, home, community

Parent Cafes

Be Strong Families developed the first parent café process to support programs and communities in engaging parents, building protective factors, and promoting deep individual self-reflection and peer-to-peer learning. Parent Cafés are based on the principles of adult learning and family support and are a gateway to providing parent leadership opportunities.



Voices from the Field

Cahokia School of Choice Brenda Mitchell, 5th grade Teacher Mr. Gustavo Cotto-Rodriguez, Principal

Fast Facts About CAHOKIA SCHOOL OF CHOICE

 49% ISAT Scores	 26% PSAE Scores	 386 Total Enrollment	 90% within 4 Years	 38% Ready for College
 48% Low-Income Students	 2% English Learners	 17% Students with Disabilities	 \$7,434 Instructional Spending	 \$14,580 Operational Spending



A Web of Resources

IllinoisParents.org
for families and schools to strengthen school communities.

Home Contact Us Resources Organizations & Events School Community Journal Family Engagement Tool

! Starting Friday, April 25 at 5:00 p.m. CT until Sunday, April 27 at 10:00 p.m. this website will be unavailable due to upgrades by our Cloud service provider. We apologize for any inconvenience.

Illinois Parents is the connecting link to resources for Illinois families on raising and educating their children and a menu of resources for schools in their work with families.

Here you will discover educational resources, local programs, organizations, and events that provide parenting information and services for Illinois families.

Share **IllinoisParents.org** at your next parent meeting or event ([PowerPoint](#))

NEW! Illinois Family Engagement Framework

Register for ISBE Webinar

Organizations Serving Illinois Families

JCCchicago
Jewish Community Centers of Chicago-Skokie
Chicago, IL
We provide full day care, preschool, kindergarten, and after school recreation. The JCC serves families and children ages two months through grade school. We offer parenting information, recreation, day camps, and family activities. We have more things to learn, more ways to stay fit, more connections to make to get more out of life. Everyone is welcome. Bring the whole family.
Phone: (847) 763-3500

University of Illinois Extension
Calhoun, Cass, Greene, Morgan, and Scott Counties
Jacksonville, IL
Our program areas include: 4-H and Youth; Agriculture and Natural Resources; Children, Families, and Seniors; Horticulture and Environment; Just for Kids; Just for Teachers; Nutrition and Health; Money Management and Consumer Economics; Community and Economic Development; and Schools Online. Ages served include: adults; children birth to 5 years old early care and education, elementary, middle, and high school students.
Phone: (217) 243-7424

Heartlinks Grief Center
Belleville, IL
Heartlinks is a place of hope providing a variety of services to children, teens, families, and adults who are trying to manage the serious illness or death of someone they love. We offer support groups for families and adult individuals, counseling services, trauma services, and grief services to schools and communities in six counties in southwestern Illinois.
Phone: (618) 684-3143

FET Registration
FET Login
Spotlight Resources
FACE Handbook
Ask a Parenting Question

Provided by Illinois State Board of Education in partnership with Academic Development Institute and Early Childhood and Parenting Collaborative at UIUC



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Additional Resources

Illinois State Board of Education (ISBE)

- Learning Supports: <http://www.isbe.net/learningsupports/html/partnerships.htm>
- Common Core: http://www.isbe.net/common_core/htmls/resources.htm
- Special Education: <http://www.isbe.net/spec-ed/html/parents.htm>
- Innovation and Improvement: http://www.isbe.net/grants/pdf/parent_involvement_guide.pdf/
- Illinois School Report Card: <http://www.illinoisreportcard.com/>

Illinois Early Learning Project

<http://illinoisearlylearning.org/>

The Illinois Early Learning Project website is a source of evidence-based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois.

Harvard Family Research Project (HFRP)

<http://www.hfrp.org/out-of-school-time/publications-resources?topic=30>

HFRP promotes strategies to support family engagement in children's learning and development. The website provides research, evaluation and assessment tools



Questions for Reflections



Next Steps: What Will You Do?



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Thank you for participating!

We can help you to build strong
school communities
within the schools you serve.

All webinar sessions are recorded and posted
to the **Tool Box** page at ***IllinoisParents.org***.

