Family Partnerships through Communication Directly Linked to Learning

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COSA Principals Conference 2022

Linn Benton Lincoln
Education Service District

Our Big Questions

1. What do we mean by a family "**partnership**?"
2. How do we build the **capacity of our educators** to work with families, while also building the **capacity of our families** to support the learning of their children?
3. How do we currently **connect** with families, and how might we link these connections more directly to learning?
4. What is our **communication** philosophy? Who's purpose does it serve? What communication will help our families better support their students?

Guiding Principles

1. Build **Community** on Hopes and Dreams (Focus on Relationships)
2. Harness the Power of **Partnerships** (Focus on Academics)
3. **Transform the Time** We Have with Families (Focus on Capacity)
4. Maintain **Communication** All Year Long (Focus on Connection)

Programs Adopted for Pilots

1. Scholastic's Questions Every Parent Wants to Know
   (Year One - Last Year)
2. Parent Teacher Home Visits
   (Trained and Began This Year)
3. WestEd's Academic Parent Teacher Teams
   (Will Implement Small-Scale This Year, Expand Next)

Table Talk

Where and/or How Do You Introduce Yourselves to Your Families?

The Introduction Is Key

We wanted our first experience with a family:

- to recreate the **partnership** feeling many of us experienced during Comprehensive Distance Learning
- our first contact with a family to be something very **positive**
- our families to understand that home **language is not a barrier**
- to establish **two-way communication** as the norm
- to eliminate one another's examined or unexamined **biases**

Parent Teacher Home Visits

Participation Outcomes

For Staff and Families:

- Increased trust and empathy for each other as co-educators
- Increased capacity to better engage students in academics

For Students:

- Decreased rates of chronic absenteeism
- Increased academic success, including standardized tests
- Decreased rates of suspension and expulsion
- Increased rates of applying to 2- and 4-year colleges

Quick Reflection

Have you ever said the words “their family doesn’t care about education” either to yourself or another?

Home Visits Interrupt Biases

Added Bonus

Questions for Reflection

What are some assumptions parents may have about teachers at your school?

What are some assumptions that teachers may have about parents at your school?

What happens if we do not examine the assumptions we may be holding?

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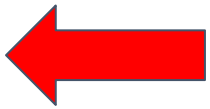

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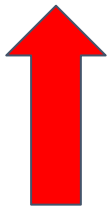


Next, we had to rethink when, why, and how we communicated with our families.

The Importance of Communication

Either as a team, individually, or comparatively with a colleague from a different school, take 5 minutes to complete the **Communication Inventory** at your table. Consider all regular, intermittent, and interpersonal communications you have with your families and/or community.

Communication - The Why

The 3 Questions Families Want Answers To

1. **What are the most important things** my child should know and be able to do in reading and math by the end of this year?
2. **How well is my child doing** on those things?
3. **What could I be doing to help** my child be successful at those things?

Identifying the 3 Most Important Things

*Identify **3 things** a parent can understand, see, and support their child academically in math, reading, and writing.*

- *The BIG 3 should not be written in teacher language, or standards language.*
- *It should also directly relate to the standards, and should form the foundation of more than 50% of what you'll be doing this year.*
- *For example, many lessons go into being able to identify and understand themes. Likewise, automaticity with multiplication helps students develop numeracy with larger math problems, so regardless of what the day's lesson may be, that thread may run throughout the entire year for some students.*

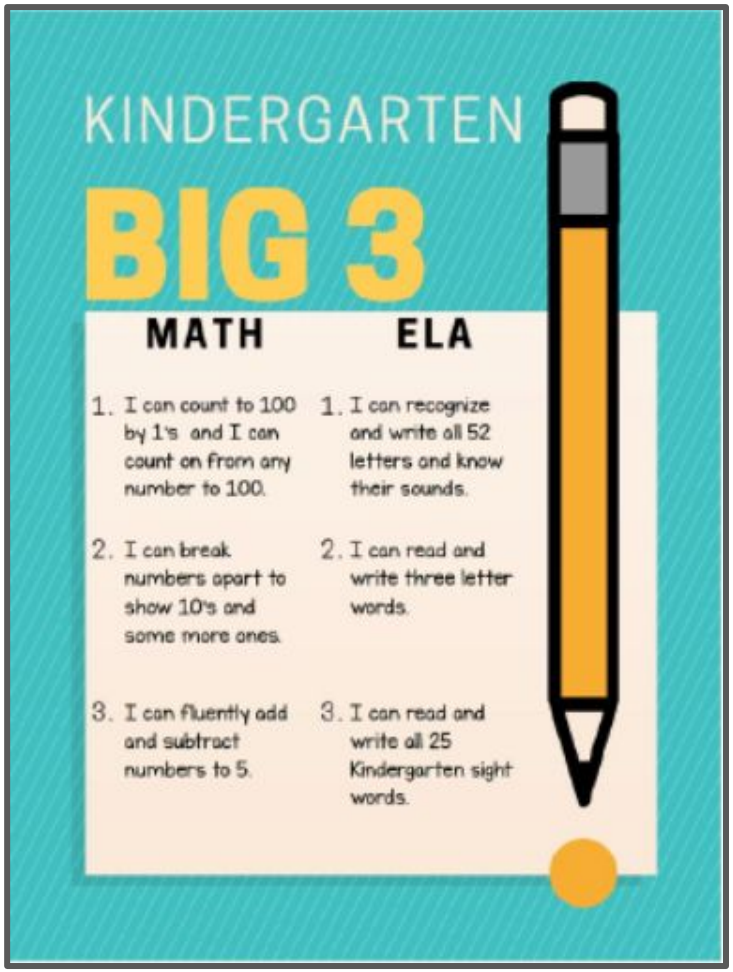
The Three Lens

1. Is it easily understood by a non-educator? (parent)

2. Is it easily observable? (will they see evidence)

3. What activity might I construct to help parents support their child with this skill? (what could they do at home to help)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Classroom Routines & Materials	Counting and Measurement 1	eometry	Counting & Measurement 2	3-D Geometry	Addition, Sub the Numb	ng with Data	Addition, Subtraction,& the Number System 2
Standards… **Mastered:** **Developing:** K.CC.A.1: Count to 100 by ones and tens K.CC.A.3: Count objects up to 20 and represent those amounts with a numeral K.CC.B.4: Counting and 1:1 correspondence K.CC.B.5: Count to answer "how many?" questions K.MD.B.3: Sort objects into categories and count them K.G.A.1: Describe object's relative position K.G.B.4: Compare 2D and 3D shape attributes K.G.B.6: Compose shapes to make larger shapes **Reinforced:** **Math practices:** MP1- Make sense & persevere MP5 - Use tools	**Standards…** **Mastered:** K.CC.C.6: Compare two amounts using counting and matching strategies K.CC.C.7: Compare two written numerals between 1-10 K.MD.A.1: Describe several measurable attributes of objects K.MD.A.2: Directly compare a measurable attribute of two objects **Developing:** K.CC.A.1: Count to 100 by ones and tens K.CC.A.2: Count forward from a given number K.CC.A.3: Count objects up to 20 and represent those amounts with a numeral K.CC.B.4: Counting and 1:1 correspondence K.CC.B.5: Count to answer "how many?" questions **Reinforced:** **Math practices:** MP4 - Model with math MP8- Look for regularity	**Standards…** **Mastered:** 00 by K.CC. forward number K.CC.A.3: Co up to 20 and r those amounts numeral K.CC.B.4: Counting a 1:1 correspondence K.CC.B.5: Count to answer "how many?" questions K.OA.A.1: Represent + and - in a variety of ways K.MD.B.3: Sort objects into categories and count them K.G.A.1: Describe object's relative position K.G.A.2: Co shape rega position- K.G.A.3 2D an K.G.B an K r are two g counting g strategies ctices: tend to ecision Look for & use ructure	**Standards…** **Mastered:** **Developing** K.CC.A.1: Count to 100 by ones and tens K.CC.A.2: Count forward from a given number .A.3: Count objects 20 and represent ounts with a ting and ce objects : Compose es to make larger apes veloping: .1: Count to 100 nd tens ot given ve position mpose make larger orced: .C.6: Compare two amounts using counting and matching strategies K.CC.C.7: Compare two written numerals between 1-10 K.MD.A.1: Describe several measurable attributes of objects K.MD.A.2: Directly compare a measurable attribute of two objects **Math practices:** MP2- Reason abstractly & quantitatively MP6- Attend to precision	**Standards…** **Mastered:** K.G.A.1: Describe object's relative position K.G.A.2: Correct name shape of positi K.G.A 2D & draw objects : Compose es to make larger apes veloping: .1: Count to 100 nd tens ot given up those numeral K.CC.B.4: Co 1:1 correspond K.CC.B.5: Count to answer "how many?" questions K.MD.B.3: Sort objects into categories and count them **Reinforced:** K.CC.C.6: Compare two amounts using counting and matching strategies **Math practices:** MP3- Construct & critique arguments MP4 - Model with math	**Sta** d e v to w many?" ns loping: .CC.A.1: Count to 100 by ones and tens K.CC.A.2: Count forward from a given number K.CC.A.3: Count objects up to 20 and represent those amounts with a numeral K.OA.A.1: Represent + and - in a variety of ways K.OA.A.2: +,- word problems within 10 K.OA.A.3: Decompose numbers 10 or less in multiple ways K.OA.A.5: Fluently +, - within 5 K.NBT.A.1: Compose and compose numbers into tens and ones Sort objects and count an K.CC. written nu between 1-10 K.MD.A.1: Describe several measurable attributes of objects K.MD.A.2: Directly compare a measurable attribute of two objects **Math practices:** MP3 & MP8	**Standards…** **Mastered:** K.MD.B.3: Sort objects into categories and count them **Developing:** K.CC.A.1: Count to 100 by ones and tens K.CC.A.2: Count forward from a given number K.CC.A.3: Count objects up to 20 and represent those amounts with a numeral K.OA.A.1: Represent + and - in a variety of ways K.OA.A.2: +,- word problems within 10 K.NBT.A.1: Compose and decompose numbers 11-19 into tens and ones **Reinforced:** K.CC.B.4: Counting and 1:1 correspondence K.CC.B.5: Count to answer "how many?" questions K.CC.C.6: Compare two amounts using counting and matching strategies A.2: Correctly e regardless ize mpare 2D and attributes **Math practices:** MP1- Make sense & persevere MP2- Reason abstractly & quantitatively	**Standards…** **Mastered:** K.CC.A.1: Count to 100 by ones and tens K.CC.A.2: Count forward from a given number K.CC.A.3: Count objects up to 20 and represent those amounts with a numeral K.OA.A.1: Represent + and - in varied ways K.OA.A.2: +,- word problems within 10 K.OA.A.3: Decompose numbers 10 or less in multiple ways K.OA.A.4: Make a ten K.OA.A.5: Fluently +, - within 5 K.NBT.A.1: Compose and decompose numbers 11-19 into tens and ones **Developing: n/a** **Reinforced:** K.G.B.4: Compare 2D and 3D shape attributes K.G.G.5: Form & draw real world objects K.G.B.6: Compose shapes to make larger shapes K.MD.A.1: Describe several measurable attributes of objects K.MD.A.2: Directly compare a measurable attribute of two objects K.MD.B.3: Sort objects into categories and count them **Math practices:** MP7 & MP8


KINDERGARTEN
BIG 3
MATH
1. I can count to 100 by 1's and I can count on from any number to 100.
2. I can break numbers apart to show 10's and some more ones.
3. I can fluently add and subtract numbers to 5.
ELA
1. I can recognize and write all 52 letters and know their sounds.
2. I can read and write three letter words.
3. I can read and write all 25 Kindergarten sight words.

Scholastic's Samples

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Communication - HOW

1. **Linked to learning** by using **The Big Three** to help families understand *what their child should be able to do (in reading and math)*.
    a. This was the focus of Open House, Introductory Emails, and Friday Folder Communications
2. Keep families updated on their **child's progress** on The Big Three through simple assessments (DIBELS, iReady, EasyCBM, Local Assessment, Fluency Count, etc…)
3. Construct periodic **You Can Letters** that provide parents with a **game or activity** directly related to one of The Big Three to do with their child.

Revisit Your Inventory

Fill out the second section (two-way and linked to learning choices)

Where are some opportunities to increase two-way communication?

How or where might you shift or add more communication directly linked to learning?

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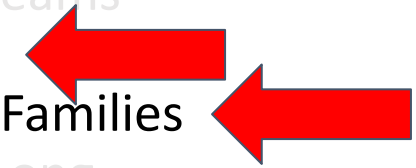


Parent Conference or Similar Parent Meeting

Pair up with someone at your table. Person #1, describe your last parent conference from one of your teachers' points of view. Person # 2, describe your last parent conference from one of your parents' points of view.

Include:

- VERY BRIEFLY describe the conference style
- What you wanted to achieve from the conference
- What did it feel like to participate in the conference

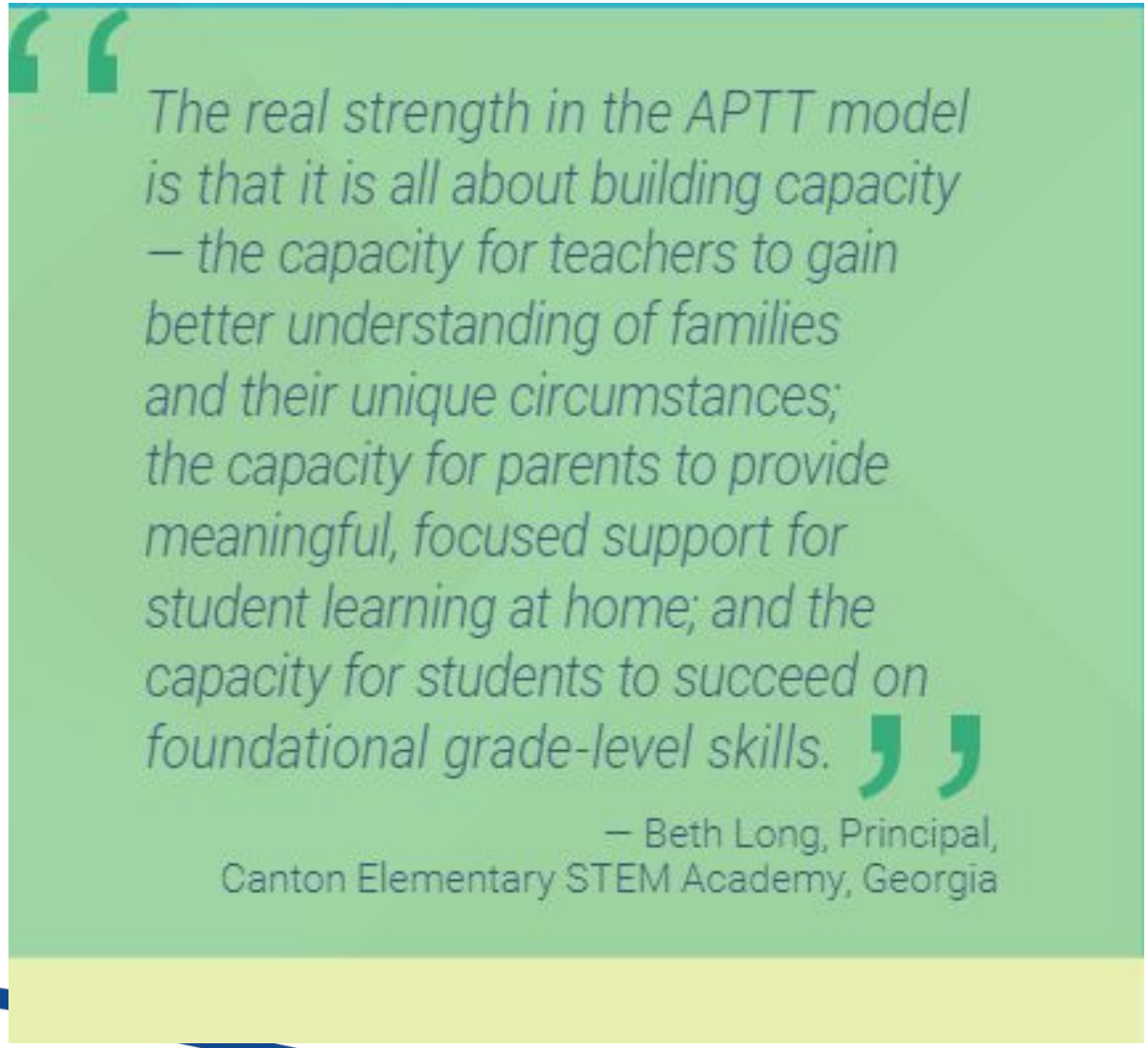
Share Out

- What did you notice when listening to each participants' points of view?
- Were they a match?
- Was every participant able to achieve their goals?

Academic Parent Teacher Teams (APTT)

- Opportunity for parents to meet each other and build community
- Explanation of key grade-level skills
- Review of student progress data
- Demonstration of activities to use at home and time to practice in small groups
- Establishment of individual and group academic goals

Academic
Parent
Teacher
Teams



Video Overview

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APTT Outcomes

- 2014/15 Houston Independent District
  - Higher, **statistically significant rate of growth** in word fluency skills than their peers whose parents did not participate.
  - Parents reported feeling **more empowered** and students **more engaged**

Outcomes Continued

- John Hopkins University
  - **>94%** of parents queried said APTT meetings **improved the way they helped** their children with schoolwork.
  - **90%** of teachers reported **enhanced family engagement** and **parent-teacher relationships**.

So those Guiding Principles?

1. Build **Community** on Hopes and Dreams (Focus on Relationships)

    - Parent Teacher Home Visits

So those Guiding Principles?

2. Harness the Power of **Partnerships** (Focus on Academics)

- Academic Parent Teacher Teams
- Frequent Communication Linked to Learning

So those Guiding Principles?

3. **Transform the Time** We Have with Families (Focus on Capacity)

- Academic Parent Teacher Teams
- Parent Teacher Home Visits

So those Guiding Principles?

4. Maintain **Communication** All Year Long (Focus on Connection)

- Communication Linked to Learning

Q and A

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