Administrator Support of Family Engagement Within an MTSS Framework

December 2020

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Acknowledgments

The content for this brief video was developed based on the work of:

- Dr. Barbara Boone
- Hadley Bachman
- Michigan Department of Education
- Ohio Statewide Family Engagement Center at The Ohio State University
- Colorado Department of Education
- Kansas Parent Information Resource Center (KPIRC)

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Purpose

The purpose of this brief module is to provide guidance for administrators in supporting and advancing family engagement within an MTSS model as outlined in the December 2020 webinar by Dr. Barbara Boone and Hadley Bachman from the Ohio Statewide Family Engagement Center at The Ohio State University.

Agenda

- A Brief Review of Family Engagement Within an MTSS Framework

- Defining Family Engagement in Your District and/or School – 3 Steps

- Establishing Your System for Family Engagement – 3 Steps

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Brief Review of Webinar

- Applying the MTSS model to develop expanded home-school program partnerships to support learning and healthy development

    - Development of collaborative, trusting relationships with all families

    - Fostering two-way communication that reaches all families

    - Aligning family engagement activities with learner outcomes

- Tiered approach to family engagement

    - All families, some families, individual families

    - Indicators for changes in intensity, dosage, practices

- Roles of families in an MTSS framework

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Access to Webinar – MiMTSS TA Center website

Ohio Statewide
Family Engagement Center
Every Child. Every Family. Every School.

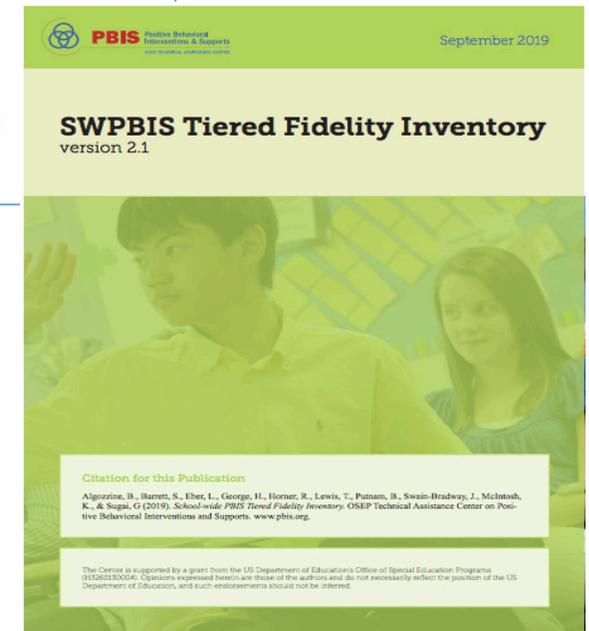**Engaging and Supporting Families
with a
Multi-Tiered Approach**

THE OHIO STATE UNIVERSITY
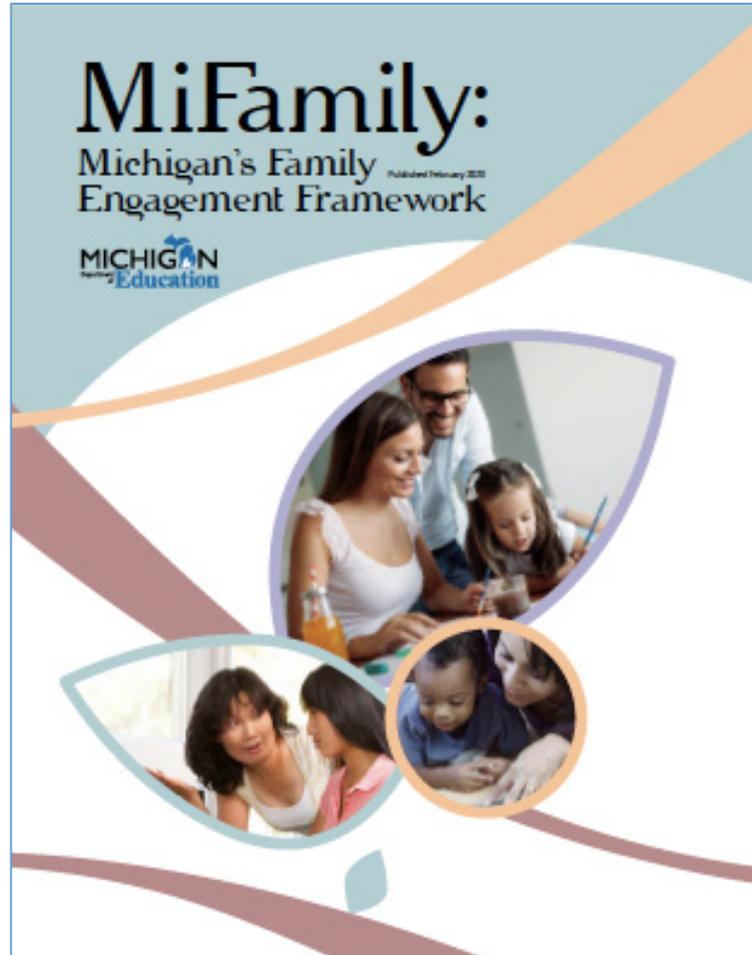CENTER ON EDUCATION AND
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Defining Family Engagement in Your District & School

Why?

- Research base indicating strong student outcomes related to family engagement

- Reflected in policy, processes, measures of implementation of specific practices

  - Example: MTSS Practice Profile

    - Items 1.2, 1.4, 2.4, 2.5, 2.7, 3.4, 4.4, 5.5

  - Example: SWPBIS Tiered Fidelity Inventory

    - Items 1.1, 1.11, 1.15, 2.4, 3.4, 3.6, 3.12, 3.17

Michigan Department of Education (MDE)
Multi-Tiered System of Supports Practice Profile

Version 5.0

July 2020

SWPBIS Tiered Fidelity Inventory
version 2.1

September 2019

Citation for this Publication

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

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Moving From Involvement ("do to") to Engagement ("do with")

" We need to change the preposition. We need to start doing "with" families, not "to" families."
— **Northern Michigan School Administrator**

Step 1: Examine your own beliefs in order to be able to set the tone for authentic family engagement in your district/school

Home and school are separate, very different worlds. It is the school's responsibility to educate children and the family's responsibility to see that children are dressed, fed, and prepared for school

Schools share the responsibility for education with families. The partnership with families is flexible: on some issues the parents will be the more active partner and on other issues, the school will be

1 2 3 4 5 6 7 8 9 10

Colorado DOE

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Core Beliefs Checklist

CORE BELIEFS	TRUE	FALSE
All families have strengths to build upon		
The best environment for children to learn and grow is when schools and families are partners		
It is the responsibility of educators to initiate and build family-school partnerships		
School leaders must set the expectation for the school building		
Systemic changes that build parent engagement over time yield the strongest results		
Family partnerships benefit students, schools, and families preK-12		
Families want, and can learn, ways to help their children at all ages		

Boone & Wellman (2019)

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Step 2: Work with your Leadership Team to have staff examine their own beliefs

- Create a plan with your Leadership Team to have staff consider their beliefs

    - Idea 1: Have staff complete the core belief checklist shown on the previous slide at staff meeting. As a group, discuss overall staff percentage of items marked as True vs False. How might you increase the percentage? Is there any pattern in the responses?

    - Idea 2: Have staff complete a tool, such as the Family, School, and Community Partnering Staff Self-Reflection Tool (Colorado DOE), assess strengths and challenges, and apply to practice and/or to identify potential professional development needs.

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Step 3: Set expectation of a shared definition of family engagement for your district or school

MiFamily: Michigan's Family Engagement Framework Definition:

A collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.

- Do you have a shared definition of family engagement in your district or school?
- Might it differ from this one?
- Who "shares" it?

Developing a Shared Definition

Work with your Leadership Team to develop a plan for development of a shared definition of family engagement

- Consider existing core values and core principles from other sources
- Consider existing definitions of family engagement or partnership
- Consider specific vocabulary usage
- Engage all stakeholders

Examples of Core Principles: MiFamily (MDE)

- Relationships are the cornerstone of family engagement
- Families are engaged and supported partners in their child's education
- Family engagement efforts are purposeful, intentional, and clearly identify learner outcomes
- Family engagement efforts are tailored to address all families so all learners are successful
- Positive learning environments contribute to family engagement and learning

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Examples of Core Principles: PTA National Standards

- Welcoming All Families

- Communicating Effectively

- Supporting Student Success

- Speaking Up for Every Child

- Sharing Power

- Collaborating with Community

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Various Definitions of Family Partnership

- Family-school partnering can be defined as the collaboration that drives student achievement. (Flamboyan Foundation, 2013)

- Partnering is being on the same team and sharing goals and knowledge. (Family Member, 2014)

- Family-school partnering is sharing responsibility for a student's school success. (Lines, Miller, & Arthur-Stanley, 2011)

- Partnering is coordinating learning between home and school by communicating and collaborating. (School Intervention Team, 2012)

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Consider Vocabulary Usage

- Pronouns: **We, Our, Us**

- Goals: What do **we** want to achieve **together**?

- Data: How will **we know** it is working?

- Decisions: **We all** are "at the table" and "**on the team**".

- Responsibilities: What are **we each** doing?

- Students: What is best for **our** student?

- Roles: **Initiators, Co-designers, Receivers of support, providers of support, evaluators**

Engage All Stakeholders

Family Engagement Survey

Directions: Please **CHECK ONE** response that best describes your child's school. If an item is not applicable to you, please leave it blank. The information will be used to help your school better engage families in their children's learning.

District_____ School _____

	Strongly Disagree 1	2	3	4	Strongly Agree 5
1. In this school, staff (e.g., administrators, teachers, counselors) build positive relationships with families.	☐	☐	☐	☐	☐
2. When I walk into this school, I feel welcome.	☐	☐	☐	☐	☐
3. I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).	☐	☐	☐	☐	☐
4. The school offers an easy-to-navigate website with meaningful information.	☐	☐	☐	☐	☐
5. School staff listen to my concerns.	☐	☐	☐	☐	☐
6. I'm provided understandable data on my child's progress.	☐	☐	☐	☐	☐
7. In this school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).	☐	☐	☐	☐	☐
8. I'm provided clear information about policies, programs, and improvement efforts.	☐	☐	☐	☐	☐
9. School staff consult me before making important decisions about my child's education.	☐	☐	☐	☐	☐
10. If my child receives additional supports, I am provided with information about these supports.	☐	☐	☐	☐	☐
11. School staff keep me well informed about how my child is doing in school.	☐	☐	☐	☐	☐
12. I have a good working relationship with school staff in which we solve problems together.	☐	☐	☐	☐	☐
13. I'm provided useful information about how to support my child's learning.	☐	☐	☐	☐	☐
14. The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).	☐	☐	☐	☐	☐
15. The school helps my family connect with community resources that we need.	☐	☐	☐	☐	☐

01/11/16
Noonan, P.M., Gaumer Erickson, A.S., Groff, J. (2015). Family Engagement Survey. Kansas Technical Assistance System Network (TASN). Adapted from Family Engagement: A critical component to building an empowering culture in Kansas Multi-Tier System of Supports (MTSS). Topeka, KS: TASN. Available from http://ksdetasn.org/resources/903.

https://www.ksdetasn.org/resources/1476

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Bottom Line

On a football team, every player has a job to do and a role to play. Each player is respected for their unique expertise. Each player practices and works to become better at executing personal responsibilities. The team works together to obtain the best results possible.

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Administrator Action Steps – Defining Family Engagement

1. Examine your own beliefs in order to be able to set the tone for authentic family engagement in your district or school

2. Work with your Leadership Team to have staff examine their own beliefs

3. Set expectation of a shared definition of family engagement

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Establishing a System for Family Engagement

"MTSS is a system to organize our family engagement interventions and supports so we can apply them planfully to maximize outcomes for students."

Dr. Barbara Boone & Hadley Bachman – Ohio Statewide Family Engagement Center

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Step 1: Support Leadership Team or staff to take inventory of current family engagement activities

MiFamily Engagement Framework

Chart 2: What Does High-Impact Family Engagement Look Like in Elementary Schools?

Higher Impact on Student Learning and Development	Moderate Impact	Lower Impact
1. Back to School Night class meetings where families and teachers: • Share learning strategies • Review key skills for students with home learning tips • Develop a communications plan	Open House • Families tour school, chat with teachers • Classroom visits to meet teacher • Exhibits of student work	Back to School night in the auditorium • Panel of speakers • Pass out student handbooks • Hand out school calendar
2. Provide regular two-way calls/texts/emails to share progress and tips.	Positive personal phone calls home	Promote one-way communication such as texts, group emails, and messaging
3. Fully-staffed family centers conduct workshops on learning strategies, and provide referrals to social services, and/or host informal gatherings.	Develop a family resource room with toys, games, and books to borrow.	School newsletters with generic messages
4. Relationship-building home visits provided by teachers, voluntary for both teachers and families and available for all families.	Coffee with the principal; Muffins with Moms; Donuts with Dads; Pastries with Parents	Potlucks, other traditional whole-school-based events
5. Host story quilting workshops and poetry slams where families, teachers and students all tell their stories, share their work.	School book club and authors' tea featuring student writers	Student performances
6. Classroom observations are conducted with mini-lessons; weekly data-sharing folders go home, with space for family comments; academic parent-teacher teams.	Interactive homework with tips for home learning	Curriculum nights
7. Schedule and promote student-led conferences with portfolios of student work, followed by 1:1 conversations about learning, to set goals.	Parent-teacher conferences twice a year, available evenings and weekend	Parent-teacher conferences, during work day
8. Provide tours of school led by students and community walks led by expert families who know the ropes.	Monthly breakfasts for new families	Visit school by appointment
9. School council has voice in all major decisions, develops and supports parent-initiated projects.	Parent organization meets with principal to discuss suggestions	Suggestion box in office

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Assessing Current Family Engagement Activities

Family, School, and Community Partnering (FSCP) Strength and Resource Map

Directions: Our school is working to partner effectively with families and communities for every student's school success. Please identify school staff, families, or community members who have expertise or interests in the following areas to help in partnering implementation.

Date: _____   Team/Person(s) Completing Form: _____

Partnering Expertise or Area of Interest	What School Staff, Family Member, or Community Collaborator?	What Specific Topic Area, Program, or Practice?	Availability
Literacy Partnering			
Math Partnering			
Social-Emotional-Behavioral Partnering			
English Language Learners and Diverse Culture Partnering (Specify Languages/Cultures)			

Family Engagement Survey

Directions: Please **CHECK ONE** response that best describes your child's school. If an item is not applicable to you, please leave it blank. The information will be used to help your school better engage families in their children's learning.
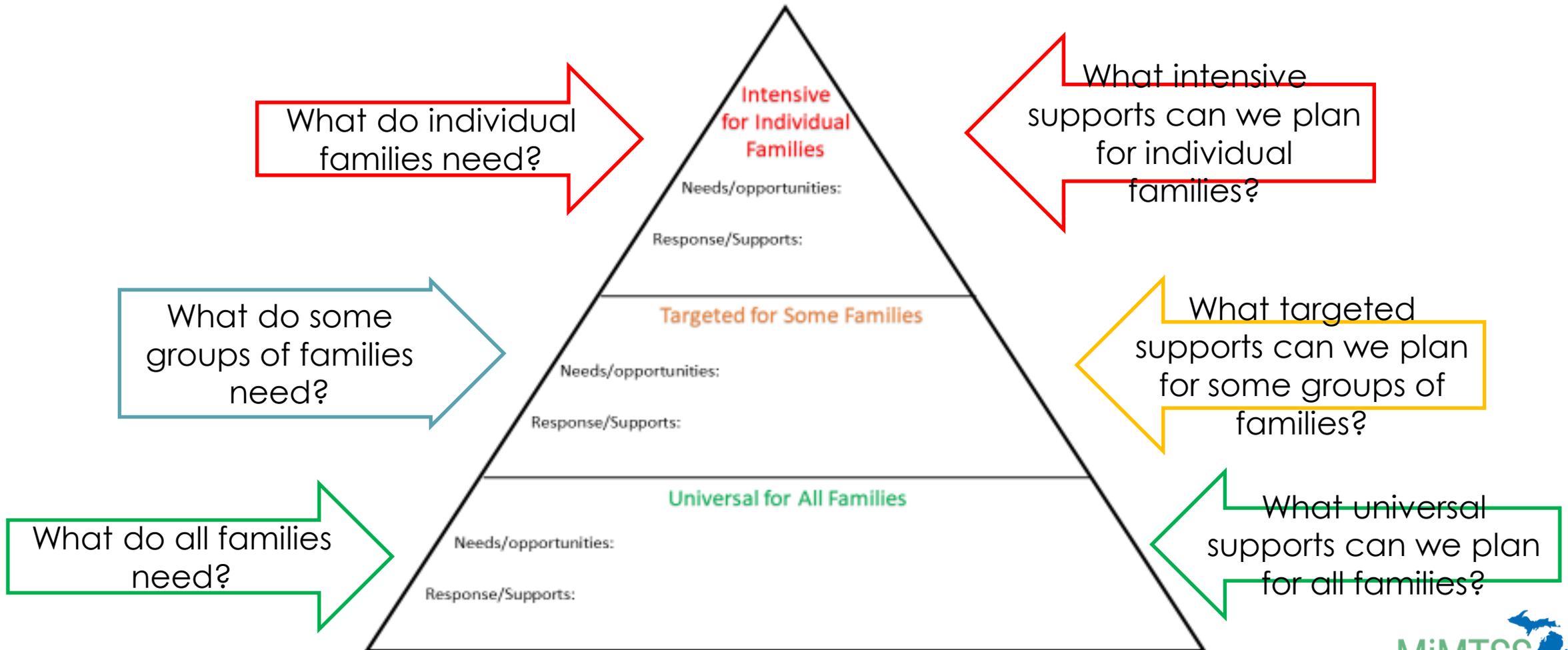
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4. The school offers an easy-to-navigate website with meaningful information.	☐	☐	☐	☐	☐
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Step 2: Commit to identifying tiered activities, resources & supports for families

What do individual families need?

What intensive supports can we plan for individual families?

Intensive for Individual Families

Needs/opportunities:

Response/Supports:

What do some groups of families need?

What targeted supports can we plan for some groups of families?

Targeted for Some Families

Needs/opportunities:

Response/Supports:

What do all families need?

What universal supports can we plan for all families?

Universal for All Families

Needs/opportunities:

Response/Supports:

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Differentiating Family Supports

- We differentiate (modify and adapt instruction, materials, content, output, assessment) to meet the learning needs of students

- Families "also have their own strengths and weaknesses, complexities, problems, and questions, and we must work with them and see them as more than 'just families'."

- Like students, families are best served when individual variables are considered – knowing them, listening to their stories, and understanding what will be most helpful to them in raising their children and supporting their children's school learning.

Edwards, P.A. (2011)

Examples

Resource/Support	Tier 1 – ALL Families	Tier 2 – Groups of Families	Tier 3 – Individual Families
Results of assessments	Letter with results and description of how to interpret results	Recorded video of understanding the assessment results	Phone call or Zoom to explain results
Attendance	Articles in newsletter regarding link between good attendance and student outcomes; tips for good sleep and morning routines	Weekly email or text reminders; provide resources with ideas for improving attendance; check-in's via phone; home-school intervention with reinforcers	Personal meeting or call for two-way discussion about issue. Problem solve around barriers to regular attendance. Collaborative solution development

Step 3: Work with Leadership Team to determine decision rules / indicators for access to tiered supports and needed changes to supports

- How do you know which groups of families or individual families may need targeted or intensive support in a specific area?

- How do you know if and when a change is needed?
  - Change of intensity (how much)
  - Change of dosage (how often)
  - Change of practice (what)

Example of Indicators

Resource/Support	Tier 1 – ALL Families	Tier 2 – Groups of Families	Tier 3 – Individual Families
Attendance	Articles in newsletter regarding link between good attendance and student outcomes; tips for good sleep and morning routines	Weekly email or text reminders; provide resources with ideas for improving attendance; check-in's via phone; home-school intervention with reinforcers	Personal meeting or call for two-way discussion about issue. Problem solve around barriers to regular attendance. Collaborative solution development
Decision Rules (Indicators)	Every family in school	Student has 3 tardies or 2 absences in 1 month	Student has 5 tardies or 4 absences in 1 month

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Administrator Action Steps – Establishing a System for Family Engagement

1. Support Leadership Team or staff to take inventory of current family engagement activities

2. Commit to identifying tiered activities, resources, and supports for families

3. Work with Leadership Team to determine decision rules / indicators for access to tiered supports and needed changes to supports

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Closing Review

- Defining Family Engagement

  1. Examine your own beliefs in order to be able to set the tone for authentic family engagement in your district or school

  2. Work with your Leadership Team to have staff examine their own beliefs

  3. Set expectation of a shared definition of family engagement

- Establishing a System for Family Engagement

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References & Resources 1

- [MiFamily: Michigan's Family Engagement Framework](https://www.michigan.gov/mde/0,4615,7-140-5233---,00.html)
  - https://www.michigan.gov/mde/0,4615,7-140-5233---,00.html

- [MDE Multi-Tiered System of Support Practice Profile](https://www.michigan.gov/documents/mde/MDE_MTSS_Practice_Profile_5.0July2020_ADA_700696_7.pdf)
  - https://www.michigan.gov/documents/mde/MDE_MTSS_Practice_Profile_5.0 July2020_ADA_700696_7.pdf

- [MiMTSS Technical Assistance Center: Family Engagement](https://mimtsstac.org/covid-19-resources/family-engagement)
  - https://mimtsstac.org/covid-19-resources/family-engagement

- [Michigan Alliance for Families](https://www.michiganallianceforfamilies.org/)
  - https://www.michiganallianceforfamilies.org/

References & Resources 2

- Colorado Department of Education: Multi-Tiered System of Supports (MTSS) Family, School, and Community Partnering (FSCP) Implementation Guide: Supporting Every Student's Learning

  - https://www.cde.state.co.us/cdesped/mtssfscp_implementationguide

- Kansas Parent Information Resource Center

  - https://www.ksdetasn.org/kpirc

- PTA National Standards for Family-School Partnerships: An Implementation Guide

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