



Busting Barriers to Partnering with Schools For Families

Acknowledgments

The content for this training day was developed base

- Michigan Alliance for Families
- Michigan Department of Education
- High Leverage Practices & CEEDAR Center
- Michigan's MTSS Technical Assistance Center

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Training Evaluation

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center

Evaluation Questions

Thank you for participating in today's session, hosted by the MiMTSS Team. This evaluation should take less than 5 minutes to complete. We would like to understand how you think professional learning sessions are relevant, high quality, useful, and provide opportunities for improvements to professional learning and for reporting to TA Center for the future.

The session was of high quality.

Comment

The session was relevant to my current work.

Comment

I intend to use what I learned in this session in my work.

Comment

The session provided opportunities for active engagement, including opportunities to share ideas (e.g., discussion, breakout rooms), interact with others (e.g., discussion, breakout rooms), and make plans for future work (e.g., processing, planning).

Comment

Images, examples, stories, and wording represent the diversity and strength of our community.

Comment

Purpose

- Welcome families of **all configurations, cultures, and languages** into conversation
- Learn more about how to help create **positive and** family partnerships between home and school
- **Foster adult learning** and implementation of routines at school and home

Intended Outcomes

- Identify elements of effective family and school partnership literacy
- Reflect on relatable scenarios with successes and challenges
- Identify and commit to next steps and actions to enhance and improve family partnership in your context

Agenda

1.0 Why Family Partnership?

2.0 Elements of Family Partnership

3.0 Scenarios: Acknowledging Success and Busting E

4.0 Resources and Next Steps

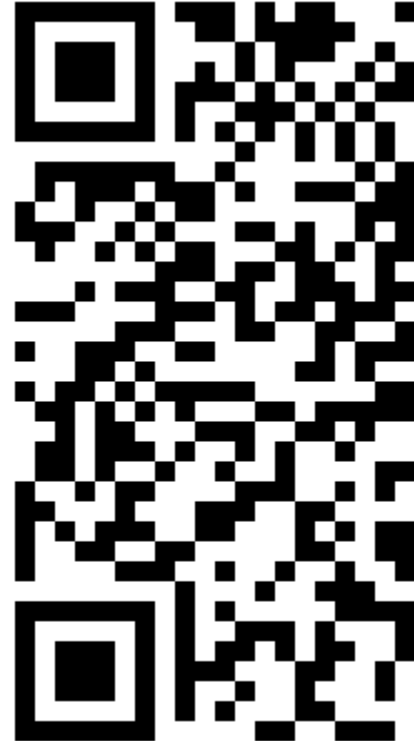


1.0 Why Family Partnerships?



1.1 Menti Activity

- Directions
 - Join at <https://www.menti.com>
 - Use code 91159725 or
 - Use the QR code or
 - Click on the link in the chat



Why is Knowledge of Family Partnerships I

- Lifts voices, supports families, improves outcomes
- Ties to Michigan's Top 10 in 10
- Links to Michigan Department of Education (MDE) I
System of Support (MTSS) Practice Profile
- Tied to the Reading Tiered Fidelity Inventory (R-TFI
- Aligned with Public Law (PL) 146
- Aligned with High Leverage Practices (HL Ps)



2.0 Elements of Family Partners

Activity 2.1

- Directions:
- Individually, review the **Family Involvement or Family Partnerships** handout (p. 1)
- When finished, write an “ah-ha” in the chat
- Add any questions you might have

Family Involvement or Family Partnerships



Why Family Partnerships

Families are essential to ensuring their child's safety, security, and well-being. There are distinctions between the terms “Family Involvement” and “Family Partnerships.” Families may take part in activities the school determines, but family involvement through meaningful engagement will become a part of the school's culture. In family partnerships, schools help provide families with opportunities to share their ownership over ideas. Family partnerships meet the needs of families and meet needs identified by schools (Epstein et al., 2019).

What's the Difference Between Involvement and Partnerships

Schools embed both family involvement and partnership opportunities. Involvement and partnership opportunities are vital in supporting the child's success (Ferlazzo, 2011).

| Common Experiences | Involvement |
|--------------------|--|
| Education | <ul style="list-style-type: none">viewed as school responsibilityfamilies play limited or unclear roles |

Family Partnership

- Family Partnership **IS:**
 - Equal partnership, shared responsibility, joint planning
 - Based on trust, strengths, genuine respect; collaboration
 - Frequent, two-way communication
- Family Partnership **IS NOT:**
 - One-sided
 - Blaming, disparaging
 - Communicating in a one-way, directional way
 - Lack of willingness to work together or resolve conflicts

Trust

Descriptors

- Benevolence
- Honesty
- Openness
- Reliability
- Competence

Examples

- Staff schedules 21 intervention sessions, provides 21 sessions
- Teacher has an open-door policy for family and caregivers

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Trust Practice

Descriptors

Examples

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- Benevolence
- Honesty
- Openness
- Reliability
- Competence

Communication

Descriptors

- Open and honest
- Preferred manner
- Accessible
- Family's language
- Frequency
- Positive, constructive

Example

- The leadership team co-created a communication plan (topics, frequency, dates, times, method)
- The team agreed to family request to meet via Zoom monthly after

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Communication Practice

Descriptors

Example

N

- Open and honest
- Preferred manner
- Accessible
- Family's language
- Frequency
- Positive, constructive

Collaboration

Descriptors

- Voluntary interaction
- Equal partners
- Engaged in shared decision making
- Working together toward a common goal

Examples

- You are invited to be a member of the School Leadership Team
- You and the team are looking at data, co-planning training for families and caregivers

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- You a meet tomo

Collaboration Practice

Descriptors

Examples

N

- Voluntary interaction
- Equal partners
- Engaged in shared decision making
- Working together toward a common goal



3.0 Scenarios



Activity 3.1

- In breakout room, read your scenario with your partner and answer the following questions:
 - What's happening? What feelings do you notice?
 - What strengths or assets do you notice?
 - Which elements of family partnership do you notice?
 - Which elements of family partnership are missing?

Be prepared to share out

Scenario: Rosario (Family)

- Rosario is parenting Pedro alone, working two jobs
- She knows Pedro needs help in reading
- Rosario struggles to read English, not Spanish
- She avoids the school, homework help
- Rosario first meets the team in March
- The school sends papers in English, not Spanish
- While meeting, she says, “Be quick, I’ve got to work”

Scenario: Elizabeth (Teacher)

- Elizabeth is concerned about Pedro's reading
- She sends emails weekly, with no response
- It's March, she's meeting Pedro's family
- Elizabeth teaches, coaches track, and parents three
- She needs her prep hour to prepare for class
- Elizabeth wasn't able to prepare an agenda or materials
- She says "It's time you showed up"



Activity 3.2: Skills

- With your partner
 - Review your scenario and prior responses
 - Prepare an active listening response in the frame of “It sounds like you’re feeling _____”
 - Prepare a paraphrase response in the frame of “What I hear you saying is _____”
 - Prepare a question in the frame of “Tell me more about _____”
 - Double-check your trust, collaboration, and communication



Activity 3.3: Putting it Together

- Partner A: Rosario
- You start the meeting by saying, “Be quick. I’ve got to work”
- **Listen to Elizabeth**
- Use your active listening, paraphrasing, and questioning responses
- Partner B: Eliza
- You respond to “It’s time you sh with him at hom
- **Listen to Rosa**
- Use your active paraphrasing, a responses

Preventing Barriers

- Be welcoming
- Give positive regard, respect
- Be honest
- Get to know each other
- Be prepared
- Use active listening
- Focus on whole together to improve for all learners
- Strengthen own
- Write a letter of i your child/family
- Co-create comm



4.0 Resources and Next Step

Activity 4.1

- Directions:
- With a partner, discuss **and record** additional ideas or actions to move toward partnerships

Family Involvement or Family Partnerships



Why Family Partnerships

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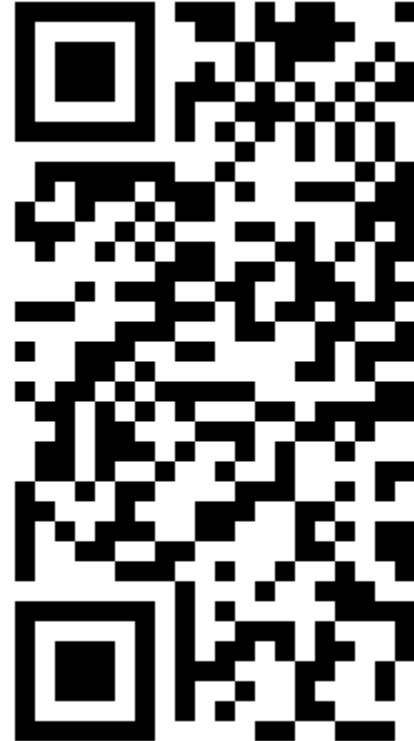
Resources

- Active Listening Template
- Setting Family Goals
- Communication Sample
- Professional Learning for Families



4.2 Menti Activity

- Directions
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Wrapping it up

- Today, we identified elements of effective family and partnership in literacy, reflected on relatable scenarios, successes and barriers, and identified next steps and actions to enhance and improve family partnerships in your community
- You can immediately put your commitments and action plan frames to use before or in your next meeting

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