Outcome: Use the collaborative inquiry process to inform how family engagement can support student success.

# Activating and Engaging

Looking Back….Looking Ahead

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| **Past** | **Now** | **Future** |
| * programs and plays
* projects—home
* lunch with child
* conferences
* discipline “fear-based”
* room mothers
* reading at home
* family-centered/welcoming/small size/community
 | * diversity
* not as welcoming
* activity based (family reading/math night, program festival)
* fundraisers
* more of an explicit push—trendy
* paid positions
* district level community meetings
* discipline/fear-based/problems (behavior charts)
* threated with parental engagement
 | * widespread family engagement
* shared power between home/school (partnership)
* real academic partnerships
* all families feel welcome
* real collaboration—shared ownership
* embracing diversity as a strength
* home language communication
* teacher training for engaging parents
* our role—empowering/equipping others, including school staff, for engaging families
* positive school culture
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# Exploring and Discovering

Jigsaw Strategy for reading the parent article

3 A’s plus One structure for processing

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| **Agree** | **Argue** | **Aspire** |
| * To understand where the deficits are and how the education community can address this communication gap, to elevate awareness around this important issue, generate demand for improvement, and inspire a more holistic view of our children’s educational success.
* This year more parents worry about their child being on track academically and gaining skills and knowledge to prepare for college than last year.
* 1 out of 4 parents concede it is likely their child is not performing on grade level after seeing national data.
* Report card more important than grades on standardized tests
* Need for schools to engage families more.
* My kid is doing algebra in 2nd grade. We’re not trained teachers. How can I help with homework?
* Peer pressure and their children’s happiness top their worries.
* Parents say heling with homework, being involved, and communication with school are among the most important things they can do to help their child learn.
 | * 2 out of 3 parents believe report card provides more accurate picture of child’s achievement than standardized tests.
* Three of five parents give greater importance to their children being happy and not overly stressed than doing well in school.
* Parents trust their own observations over other indicator in determining whether children are struggling to keep up.
* Parents of middle schoolers are more likely to prioritize academics over happiness than are parents of elementary school children.
* 9 in 10 parents think their child is achieving at or above grade level, though national data shows otherwise.
* Less than 2 in 5 students nationally keeping up with 4th and 8th grade level goals.
* If survey offered online how were parents who don’t have Internet access represented?
 | * Parents define their children’s happiness as feeling loved, socializing with friends, having fun and a happy home life, and feeling safe.
* Parents welcome a broad range of resources to support child’s success.
* All parents involved with holistic view of child.
* More than half of parents say more information and resources would be helpful.
* It is worth noting that Spanish dominant parents are more evenly split in their concerns—52% emphasize happiness; 47% say academic performance.
* Education is not a major factor when parents think about their child’s happiness today; yet, it comes into play when they think about their children’s happiness and well-being as an adult.
* Parents place academic responsibility on themselves not teachers.
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What connections might have emerged from our agreements, arguments, and aspirations?

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| **Agree** | **Argue** | **Aspire** |
| * parental concerns
* parents didn’t feel as confident helping with academics as with SEL
* parental pressure felt when child doesn’t meet grade-level (comparison)
* parental expectation of post secondary
 | * parental ambivalence
* desire high achievement but low stress
* mistrust of standardized test
* value school/parent data over “outside” data
* moral dilemma “happiness vs. academic” –definition of success
 | * parents want information and to support
* parents want happy children
* parental partnership
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Underlying Themes:

* unspoken “damaging system”
* lack of trust between of parents and schools

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| --- |
| **Aha Moments** |
| * Despite parent commitment to their children, parents still believe they came up short.
* That parents feel the need to challenge academic and social standards derived through the educational system.
* Parents need more validation, information, and partnership from and with educational system and school.
* Glad to know that I’m not alone. What would happen if funding for standardized tests went to the school community?
* Lack of confidence in academic understanding may lead to a desire for children to be happy.
* Void of parental involvement creates distrust in academic partnering and lead to a focus on SEL and happiness.
* Families want to support their children to academic success while maintaining happiness and are open to support form school to achieve that—trusting relationships are obstacles to this.
* That parents feel that happiness does not mean academic success. They look at these factors as two separate factors and not as one or two factors that intertwine with one another.
* unspoken “damaging system”—parents want to partner with schools
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# Organizing and Integrating

Traffic Light protocol

Given what we have discussed and learned, what might be some things we recommend be stopped, continued, and started?

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| STOP:* assumptions
* relying on workshops and special events as family engagement
* excluding families from academics
* assuming schools engage parents in academic conversations
* assuming parents trust schools
* assuming there is value of family engagement by schools
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| CONTINUE:* encouraging collaboration around student academics (parent/teacher)
* encourage parent as 1st teacher
* partner with tools and resources that empower parents
* investigating new ways to engage families
* developing trust so families feel welcome
* reading clinic (Ex. of community partnership)
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| START:* having real, authentic conversations with parents (hard conversations)
* ask families for help
* validate families where they are
* build teacher capacity for authentic family engagement (PD, etc.)
* have Margie train in *Leading Groups*
* discussion between schools/parents about happiness and education
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# Leading Groups Debrief Discussion

* planned, so that most of the work is by participants as they engage in the work and conversations
* valued voices in the room
* exploring and discovering is about making observations and trying to avoid inferences, explanations, etc.
* structure—individual, partners, then whole group
* Diamond Pattern of Interaction
* Third Point
* Stances of Leading Groups---gave a cue when I moved from facilitator role

# Exit Ticket Reflection

What might be some actions you take as a result of our time together today?

* team facilitation techniques to implement in groups
* less assuming
* utilizing diamond pattern facilitation –(3)
* setting goals for facilitation
* having more conversations about specific needs of families
* keep in mind families have to feel secure and trusted
* strategies for leading groups
* better planning and actually using the strategies used in today’s workshop and being a guide and really allowing parents to share their expertise

How was the meeting? Feedback

|  |  |
| --- | --- |
| **+** | **∆** |
| * insightful, reflective, learned new skills
* great model of group leading
* loved diamond pattern of interaction
* facilitation tools that were well modeled and easy to understand
* group-led discussion to analyze data
* modeling –(2)
* demeanor
* always appreciate your brilliance
* awesome presentation
* loved presentation style
* loved your tone of presentation
* keep up the good work
 | * I would like the entire article that we jigsawed.
* deeper dive on action planning
* do you offer observation/feedback for individuals?
* share this family engagement wisdom with district
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