



Maria C. Paredes, Ed.D. | *Webinar* | July 2015

APTT: Intentional and Strategic Family Engagement

Objectives



1. Develop a common understanding for intentional and strategic family engagement.
2. Cultivate a basic understanding of what APTT is and how it works.
3. Build awareness of school readiness criteria for APTT implementation.
4. Share APTT lessons learned and outcomes.

Team Building

Activity



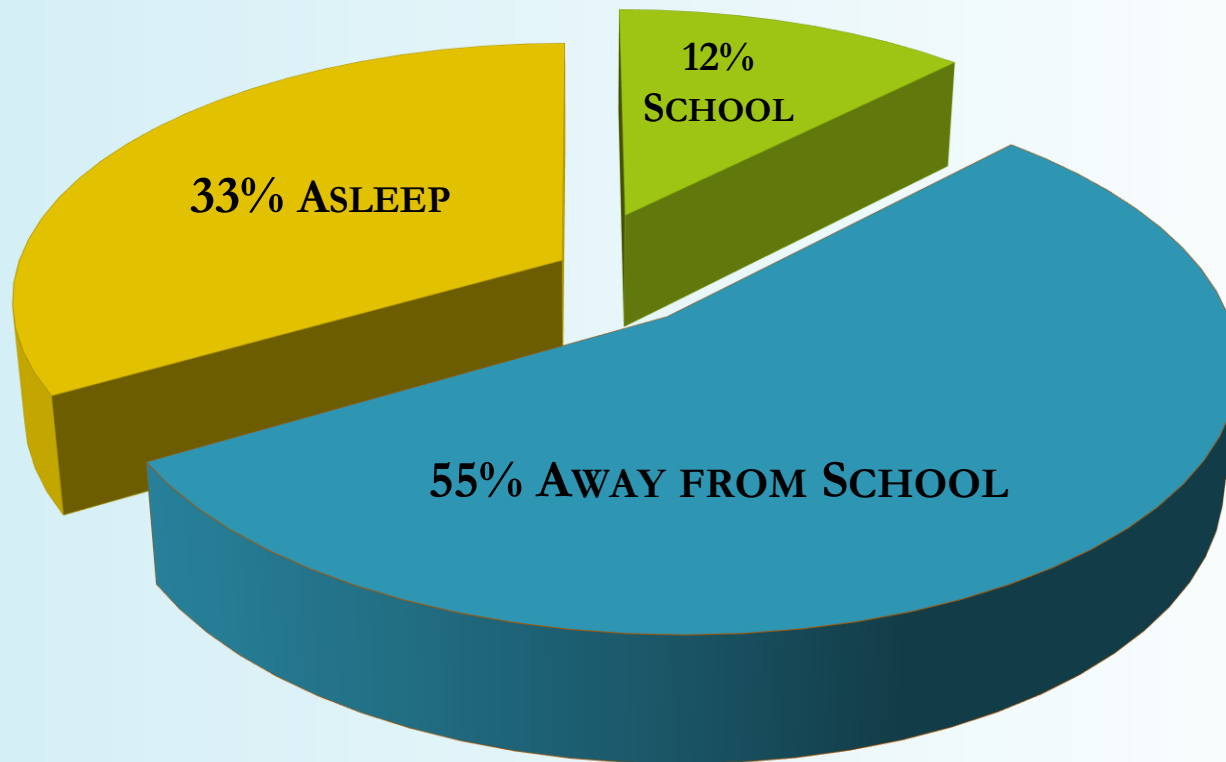
Walk up to someone you don't know:

1. Introduce yourself.
2. Come to agreement on what intentional and strategic family engagement means to you.
3. Be ready to share.

Intentional and Strategic Family Engagement

- ✓ Aligned with school improvement plan
- ✓ Systematic
- ✓ Integrated
- ✓ Relentless family outreach
- ✓ Specific, measurable outcomes for students
- ✓ Leadership
- ✓ Developmental
- ✓ Collaborative
- ✓ Data-driven
- ✓ Shared responsibility

LEARNING TIME



Based on 6 hours of instruction, 180 days per year, and 8 hours of sleep time.
(School = 1,080 Hours) (Sleep = 2,920 Hours) (Away from school = 4,760 Hours)

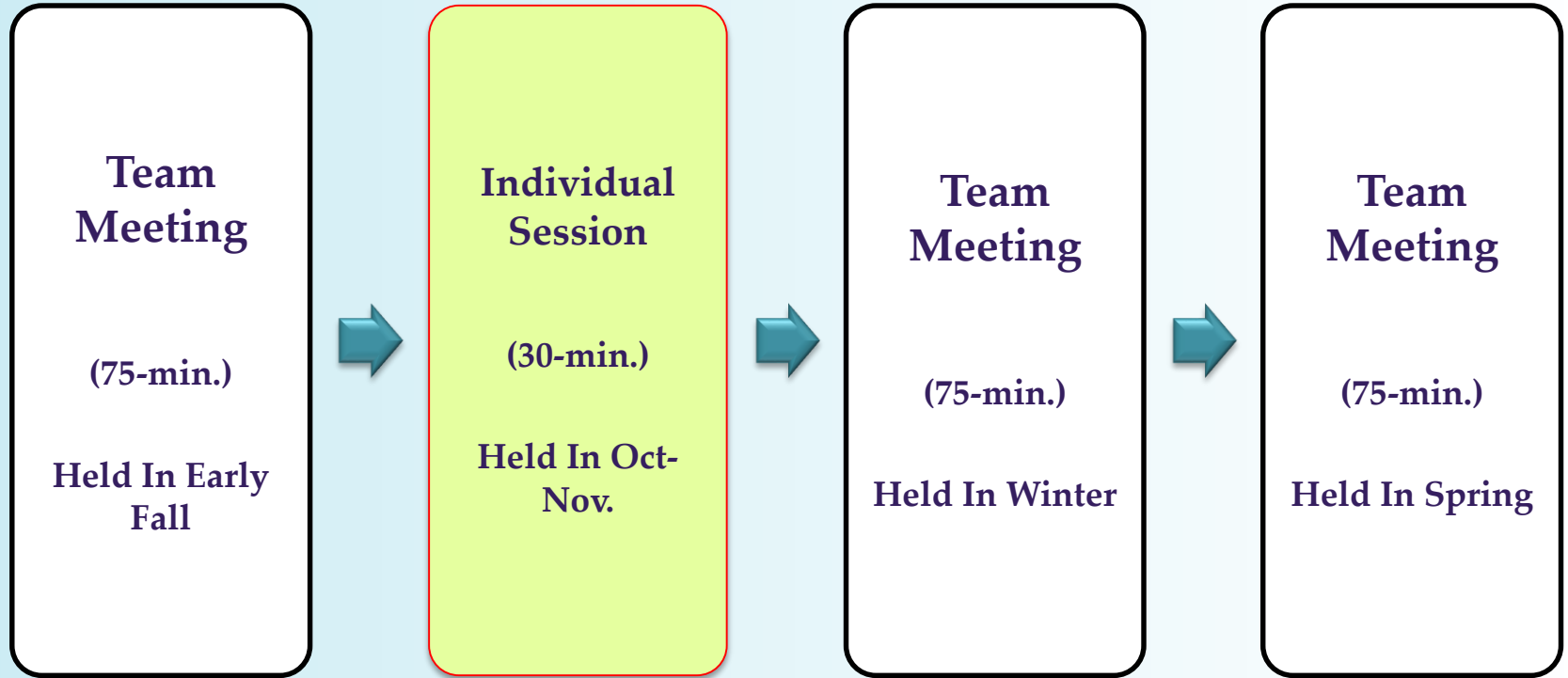
Academic Parent-Teacher Teams (APTT)

APTT is a research and evidence-based family engagement framework and best practice that aligns grade level learning skills, student performance data, and family-teacher communication and collaboration in order to inform and enrich the way families support learning at home.

APTT WestEd Service Objectives

1. Build the capacity of teachers to effectively engage families in student grade level learning goals.
1. Build the capacity of families to effectively engage in supporting their child's grade level learning goals.
1. Establish a systematic process for school and family partnerships aligned to school improvement goals.
1. Build the capacity of administrators to grow and sustain effective family engagement practices.

The APTT Model



The Team Meeting Structure

(All families in the class come together)

Team Meeting

(75-min.)

Held In Early
Fall



1. Team building (15 min.)
2. Review foundational grade level skills and share data (15 min.)
3. Model practice activities (15 min.)
4. Family practice of activities (15 min.)
5. Set 60-day SMART goals (15 min.)

“The real strength in the APTT Model is that it is all about building capacity – the capacity for teachers to gain better understanding of families and their unique circumstances; the capacity for families to provide meaningful, focused support for student learning at home; and the capacity for students to succeed on foundational grade level skills.”

Beth Long, Principal

Canton Elementary STEM Academy

APTT Implementation Support Cycle



WestEd APTT Services

1. Single school support
1. Multiple schools/district model
1. APTT Leadership Academy
1. Webinars
1. District leadership presentations



Results

2015 Parent Survey (n=1100)

- 94% of Parents were near unanimous in their belief that APTT meetings improved how they helped their child with schoolwork.
- 99% of parents said that APTT meetings encouraged them to be more involved.
- 92% of parents said that APTT meetings made them more confident in their ability to support their child's education.

2015 Teacher Survey (n=600)

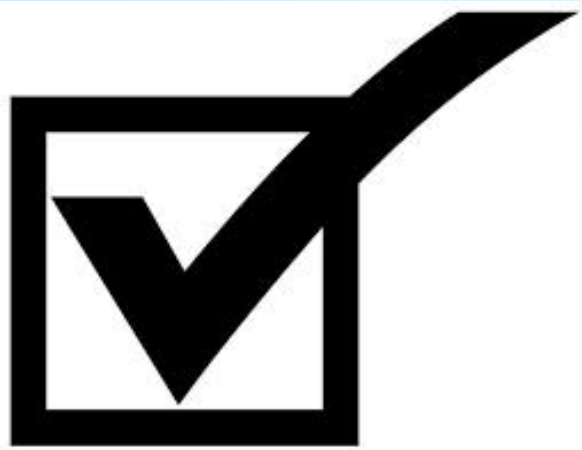
- 90% of teachers believed that APTT meetings helped get families more engaged in their children's education and believed that APTTs helped build a relationship with students' families.
- 74% of teachers agreed or strongly agreed that APTT meetings have improved the way families support grade level learning goals.
- 70% of teachers agreed or strongly agreed that student growth data from APTT foundational grade level skills demonstrates that APTT implementation has improved achievement results for students.

APTT School Readiness Criteria

✓ Yes	APTT School Readiness for Implementation Criteria
<input type="checkbox"/>	1. Our school is welcoming to all families.
<input type="checkbox"/>	2. Families in our school receive regular updates on student academic progress.
<input type="checkbox"/>	3. Our school team has identified meaningful family engagement as a missing essential component in school improvement.
<input type="checkbox"/>	4. Our school has determined that the APTT model is aligned to our vision for family engagement.
<input type="checkbox"/>	5. Our school principal is ready to lead and support APTT implementation.
<input type="checkbox"/>	6. Our school has time set aside for APTT administrative and teacher professional development.
<input type="checkbox"/>	7. We have an instructional coach on campus ready to support teachers with APTT planning and implementation.
<input type="checkbox"/>	8. Our teachers have common grade level planning time (PLC).
<input type="checkbox"/>	9. Our teachers are willing to facilitate evening APTT family meetings.
<input type="checkbox"/>	10. Our school has a culture of data-driven decision making.
<input type="checkbox"/>	11. Our school uses ongoing assessments to evaluate student progress.
<input type="checkbox"/>	12. Our school has the ability to invest approximately \$25/student/year for APTT implementation expenses (at home practice materials, translation, and childcare).
<input type="checkbox"/>	13. Our school understands the time and effort required for APTT implementation.
<input type="checkbox"/>	14. Our school has the ability to provide teachers (who need it) with basic Excel and PowerPoint training.

Activity

- ✓ Determine the criteria that your school has in place.
- ✓ Count how many you checked off.
- ✓ Share with your elbow partner.



Readiness Scale

Optimal readiness for APTT: between 13-14 ✓

Approaching readiness for APTT: between 11-12 ✓

Not ready for APTT yet: between 1-10 ✓



Lessons Learned

- Schools must self-select
- Principal as driver of initiative
- Fidelity





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