ENGAGING THE TEACHERS

Building Staff Capacity for Family Engagement in Nashville

@F_E_University
INTRODUCTIONS

Hello
my name is
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<tr>
<td>What you <strong>KNOW</strong></td>
<td>What you <strong>WANT</strong> to know</td>
<td>What you <strong>LEARNED</strong></td>
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SESSION AGENDA

- Introduce Nashville demographics
- Unpack the need for teacher training
- Orient you to Family Engagement University
- Explain our theory of change
- Identify our framework & infrastructure
- Review our assets
- Consider our challenges
- Report our evaluation data and findings
- Commit time to brainstorming
SESSION GOALS

As we share the Nashville Story...

• Form new connections with compadres
• Teach one another
• Learn something new (person, program, research, or idea)
• Gain capabilities and confidence to implement or grow programming at your site
NASHVILLE DEMOGRAPHICS

- Over 84,000 students
- 159 Schools
- Over 140 languages spoken in our schools
- Over 140 cultures represented in our schools
- 15% of our students are English Learners
- 30% of our families’ primary language is not English
- 73% of our students are Economically Disadvantaged
In MNPS:

Asian includes: Bhutanese, Burmese, Chinese, Indian, Nepali, & Vietnamese,

Black includes: African American, Burundian, & Somali

Hispanic includes: Cuban, Central American, & Mexican

White Includes: Caucasian, Egyptian, Iraqi, & Kurdish
For every 1 teacher of the same racial/ethnic background of MNPS students, there are:

- 6.4 white students
- 26.9 black students
- 222.8 Hispanic students
- 78.5 Asian students
Our mission is to improve student success by supporting and empowering all families, schools, and communities through meaningful engagement and collaboration.

We do this by expanding and enhancing parent and community engagement at the individual school level.
Department of Family and Community Partnerships

What We Do
Mission Statement
Our mission is to improve student success by supporting and empowering all families, schools, and communities through meaningful engagement and collaboration.

Who We Are

How We Work

Family Partnerships

Community Partnerships

Professional Development

Parent Voice & Leadership

Contact Us

www.MNPSFAMILIES.com
615.259.8569
@mnpsfamilies
• “I’d like to know how to communicate better with parents who can’t come to school events.”

• “I need to learn how to have better outreach to parents.”

• “I need to know more about community services so I can help my students and families.”
“Principals and teachers receive little training for engaging families and report feeling under-prepared, despite valuing relationships with families.”

Many teachers report a strong desire to:
- work with families from diverse backgrounds and culture
- to develop stronger home-school partnerships

BUT THEY DO NOT KNOW HOW TO DO THIS

Dual Capacity Framework
Teachers have identified 3 major barriers that prevent them from engaging families:

- Lack of training
- Parent demographics
- Too much to do, so little time

—Evanthia N. Patrikakou, The Power of Parent Involvement
TEACHER COMPETENCIES

- Welcoming partnerships with families
- Identifying and using family strengths
- Communicating with families positively
- Sharing about data, student progress, and performance
- Providing parents with strategies to support learning at home
- Demonstrating respect, especially in working with culturally and religiously diverse families and families of children with different abilities
- Advocating with families for policies and practices that increase student learning and achievement
Skilled and effective workforce
Positive school climate
Teacher retention
Families feel honored, welcomed, and connected to school
Family engagement efforts are welcomed and sustained
Family engagement initiatives are connected to student learning
Students, families, schools, and communities succeed
“Without attention to training and capacity building (for both parents and school staff), well-intentioned partnership efforts fall flat.”

Dual Capacity Framework
MNPS DUAL CAPACITY FRAMEWORK

We work to build the capacity of parents and teachers:

• **Capabilities** (skills & knowledge)

• **Connections** (networks)

• **Cognitions** (beliefs & values)

• **Confidence** (self-efficacy)
What are training topics that would help teachers & school staff at your district/site to successfully engage families?
• 99% of our teachers believe that family involvement is critical to student success
• 61% of our teachers feel that their school has dynamic partnerships with all families that support student learning
• 45% of our teachers believe that their formal education prepared them through theory and practice to successfully engage families in academic partnerships
• 74% of our teachers feel confident in their ability to successfully engage families from socioeconomic, cultural, racial, and religious backgrounds different from their own
• 42% of our teachers feel that they currently have adequate professional development opportunities to engage topics like family engagement, cultural competence, equity and access, and community involvement

MNPS Teacher Survey Spring 2016
“WHAT ARE SPECIFIC WORKSHOP TOPICS THAT WOULD HELP YOU EFFECTIVELY ENGAGE WITH FAMILIES?”

- 422 written-in responses
- Compiled by keyword into the categories to the right
- “Other” includes responses about open houses, parent-teacher conferences, community involvement, and principal buy-in
To enhance the skills, knowledge, and perspectives of school professionals to engage in effective partnerships with families and communities that support student success and the improvement of schools.
The Theory of Change

We train teachers about family engagement, welcoming schools, equity, and community involvement so that schools have the capacity to welcome families and community as dynamic, equal partners in student success.

**Mission:**
To enhance the skills, knowledge, and perspectives of school professionals to engage in effective partnerships with families and communities that support student success and the improvement of schools.

**Vision:**
Strong, dynamic, equitable family-school-community partnerships in Metro Nashville Public Schools

**Impact Areas:**
- Family Engagement
- Welcoming Schools
- Equity & Access
- Community Involvement

**Outcomes:**
- growth in capacity:
  - Capabilities (skills & knowledge)
  - Connections (networks & partnerships)
  - Cognitions (beliefs & values)
  - Confidence (spirit & determination)

**Measures:**
- all trainings are:
  - Linked to Learning
  - Relational
  - Developmental
  - Collaborative

Aligned with district achievement goals, focused on relationship-building between schools, families, and communities, built on the intellect and social capacity of participants, enhanced learning through dialogue, interaction, and brainstorming.
• **Capabilities** (skills & knowledge)

• **Connections** (networks)

• **Cognitions** (beliefs & values)

• **Confidence** (self-efficacy)
WELCOMING WALK-THROUGHS
FACE INSTITUTE
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<th>Session</th>
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<th>Time</th>
<th>Objectives</th>
<th>Pre-Work</th>
<th>Team Indicator</th>
<th>Deliverables</th>
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| Conducting an Inspection:                | 8/11/16    | 4:00-6:00pm | Teachers will be aware of how their beliefs and cognitions impact their practice | * Ghosts in the Classroom reading and reflections                        | Professional growth and learning, teacher knowledge of students, respectful culture, environment, leadership | * Class Roster                                                             *
| Looking Deeply at Our Beliefs             |            |             |                                                                             | * Bring class roster and family phone #’s                              |                                                                               | * Reading Reflection                                                        |
| Building Solid Foundations:               | 9/15/16    | 4:00-6:00pm | Teachers will be equipped to engage with the 5 roles that families play in education | * Talk with each student about current family phone #’s                  | Professional growth and learning, teacher knowledge of students, respectful culture, environment, leadership | * Core Beliefs exercise and staff survey for school leadership              |
| Framework for Partnerships That Last      |            |             |                                                                             | * Bring UPDATED class roster and family phone #’s                       |                                                                               |                                                                               |
| Raising the Roof: Framing                |            |             |                                                                             | Call (or text/email) families with a personal introduction and invitation to parent teacher conferences (student invitations, etc). Share at least 1 thing you like about their student | Professional growth and learning, teacher knowledge of students, respectful culture, environment, use of data, school/community involvement, leadership |                                                                               |
| Academic Partnerships as the              |            |             |                                                                             |                                                                           |                                                                               | * Spreadsheet or Infinite Campus entries for positive phone calls             |
| Peak of Importance                        |            |             |                                                                             |                                                                           |                                                                               | * Reflection on positive phone calls                                         |
| Semester 1 Reflections,                   |            |             |                                                                             |                                                                           |                                                                               | * Data-Driven Parent Teacher Conference Planning Sheets                      |
| Resolutions, and Planning                 |            |             |                                                                             |                                                                           |                                                                               | * Reflection on DDPTC successes and areas of growth                          |
| Creating an Open Concept: Tearing Down    | 10/20/16   | 4:00-6:00pm | Teachers will have the capabilities to plan for goals-setting parent teacher conferences & Teachers will have an opportunity to reflect and plan for successful parent teacher conferences | Call (or text/email) families with a personal introduction and invitation to parent teacher conferences (student invitations, etc). Share at least 1 thing you like about their student | Professional growth and learning, teacher knowledge of students, respectful culture, environment, use of data, school/community involvement, leadership | * Reflection piece about proactive and reactive communication experiences *
| Walls Between Families, Schools, and       |            |             |                                                                             |                                                                           |                                                                               | * Plan teacher PD or PLC about family engagement and communication          |
| Communities                               |            |             |                                                                             |                                                                           |                                                                               |                                                                               |
| Installing Strong Windows:                | 2/23/17    | 4:00-6:00pm | Teachers will be able to identify students’, families’, and peers’ funds of knowledge | * November - follow up with families about PTC                         | Professional Growth and Learning, Teacher knowledge of students, respectful culture, environment, Reading | * Spreadsheet or Infinite Campus entries for 4 conversations               |
| Strength-Based Lens for Family Engagement |            |             |                                                                             | * Communication reading                                                  |                                                                               | * Reflection on those 4 conversations                                         |
| Rolling Out the Welcome Mat:              | 3/16/17    | 4:00-6:00pm | Teachers will have developed strategies to connect with hard-to-reach families | * The Power of Parent Involvement Reading                               | Professional growth and learning, teacher knowledge of students, respectful culture, environment, leadership | * Continue to plan teacher PD or PLC about engagement and communication      |
| Ensuring that ALL Families Feel Welcome    |            |             |                                                                             | * List of Barriers to Family Involvement in your classroom/school        |                                                                               |                                                                               |
|                                            | DUE:       | Email, not in person |                                                             | * Complete reflection summary to be emailed to FACE Leaders and school-based cohort, create plan for ongoing sharing with school leadership and peers | Professional growth and learning, teacher knowledge of students, respectful culture, environment, use of data, school/community involvement, leadership | Compiled binder of pre-work and deliverables - for principal, leadership team, and school |
FRAMEWORK & INFRASTRUCTURE

- Linked to Learning
- Relational
- Developmental
- Collaborative
- Interactive
FRAMEWORK & INFRASTRUCTURE

- Systemic
- Integrated
- Sustained
ASSETS

- Full-time manager
- 12 staff (1/5 of responsibilities)
- Pre-K Coach
- 5 Pre-K Staff (1/5 of responsibilities)
- Invested Community Partners
CHALLENGES

- New District Leadership
- Staff Capacity
- Budget
- Academic Calendar
- Principal Buy-In
- District/School Priorities
- Wide reach or deep reach?
- Implementation accountability
95% Learned something new in the workshop/session

95% Learned valuable information that will help them connect with students/families

94% Felt confident they could apply what they learned with students/families

79% Reported that their perspectives about the subject matter changed as a result of the workshop participation

95% Would recommend the workshop to colleagues

Data from 2015-2016 FEU Evaluations
I’m taking away

• that it is my job to engage parents so that they will become more involved in their child's education

• a deeper understanding of refugees and the way they think

• more patience with families who don't support their children the way I think they should

• resources to help families

• a greater consciousness about myself (beliefs) and my interactions with students and families

• strategies for creating a welcoming school culture

• better knowledge of parent, student, & teacher successful partnerships
LOOKING AHEAD

- Cohort-Based Models
- Growing Staff/Coach Model
- Pre-Service Programs
  - Local Universities
  - Teach for America
- Grant Activities – July
  - Push Equity Work Forward
  - Gather City-Wide Stakeholders
  - Form Regional Ethos
  - Advocate at local & state
1. What are some training topics that your district/site could benefit from? If you aren’t sure, how could you go about surveying teachers?

2. What are training topics that are already being covered at your district/site?

3. What are the assets in your district/site/city that you could tap into for teacher PD?

4. What are some challenges to creating/implementing teacher PD at your district/site?

5. What are 2-3 strategies/assets to overcome those challenges?

6. Name 1-3 people you can meet with in your district/site/city to be a thought-partner/compatriot in this work?

7. What’s your next step toward considering teacher PD at your district/site?
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Website:  http://www.mnps.org/pages/mnps/Parents___Students/Family_Engagement_University

Twitter:  @F_E_University

Blog:  https://familyengagementuniversity.wordpress.com

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