

ENGAGING THE TEACHERS



Building Staff
Capacity for
Family
Engagement in
Nashville

@F_E_University





INTRODUCTIONS



Hello
my name is



K

W

L

What you KNOW

What you WANT to
know

What you LEARNED

What you <u>KNOW</u>	What you <u>WANT</u> to know	What you <u>LEARNED</u>



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 programing at *your* site**



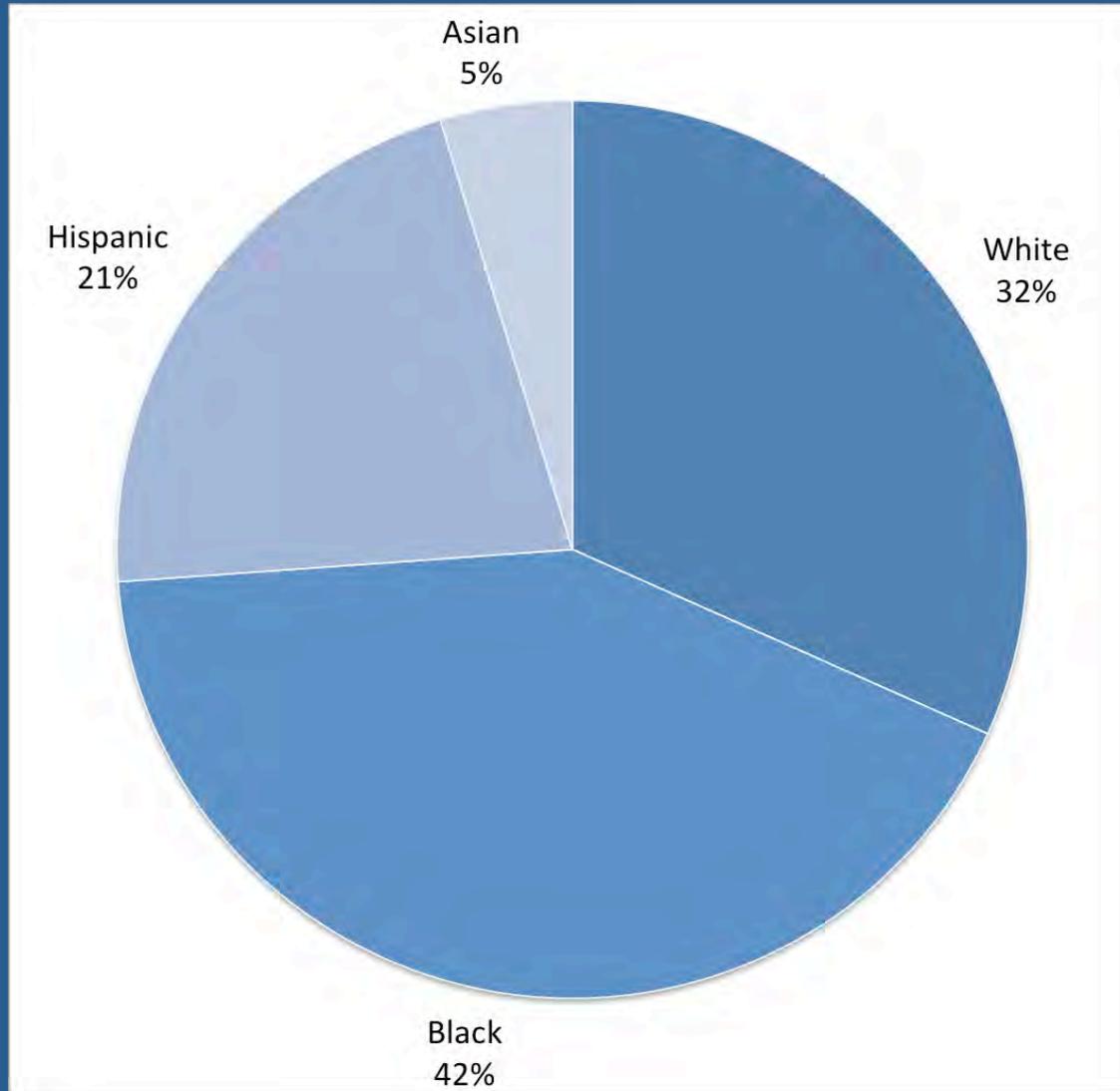
NASHVILLE DEMOGRAPHICS



- 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



MNPS STUDENTS BY ETHNICITY



In MNPS:

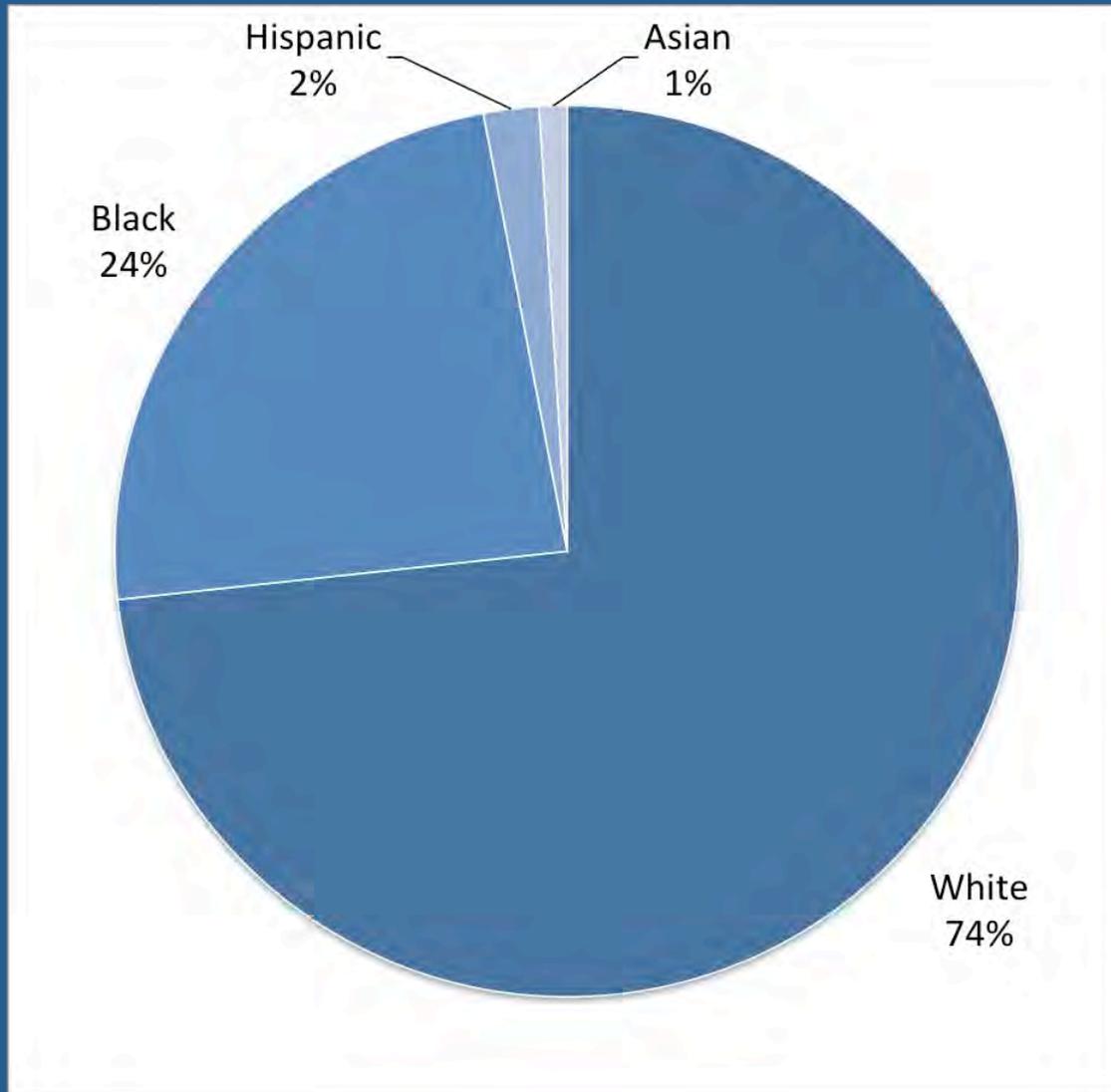
Asian includes:
Bhutanese,
Burmese, Chinese
Indian, Nepali, &
Vietnamese,

Black includes:
African American,
Burundian, &
Somali

Hispanic includes:
Cuban, Central
American, &
Mexican

White Includes:
Caucasian,
Egyptian, Iraqi, &
Kurdish

MNPS TEACHERS BY ETHNICITY



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



DEPARTMENT OF FAMILY & COMMUNITY PARTNERSHIPS



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

Department of
Family & Community Partnerships

What We Do

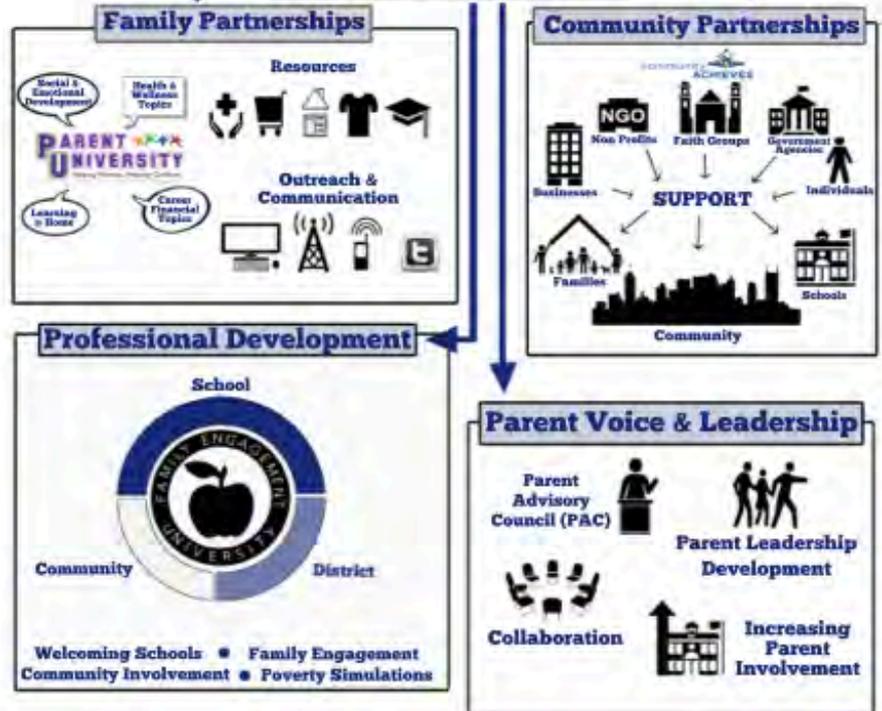
Mission Statement

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



Contact Us

www.MNPSFAMILIES.com

615.259.8569

@mnpsfamilies





HISTORY OF FAMILY ENGAGEMENT UNIVERSITY



TEACHER EVALUATION FEEDBACK

4 = Strongly Agree (SA); 3 = Agree (A); 2 = Disagree (D); 1=Strongly Disagree (SD); 0=Not Sure (NS)



	SA	A	D	SD	NS
1. The simulation was a beneficial training	4	3	2	1	0
2. The simulation was a creative/interactive training	4	3	2	1	0
3. The simulation gave me a better understanding of the culture of poverty	4	3	2	1	0
4. I can take what I learned today and apply it to my work with students and their parents	4	3	2	1	0
5. I would recommend this training to other MNPS schools	4	3	2	1	0



6. What was the most valuable aspect of the simulation?
7. What could have been done to improve the simulation?
8. What are you taking away from this simulation?

- “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.”



TEACHER TRAINING ABOUT FAMILY ENGAGEMENT



“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



BARRIERS TO FAMILY ENGAGEMENT



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



BENEFITS OF TEACHER TRAINING



- **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**

PTA Teaching the Teachers, Dual Capacity Framework

“Without attention to training and capacity building (for both parents and school staff), well-intentioned partnership efforts fall flat.”

Dual Capacity Framework

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



MNPS DUAL CAPACITY FRAMEWORK

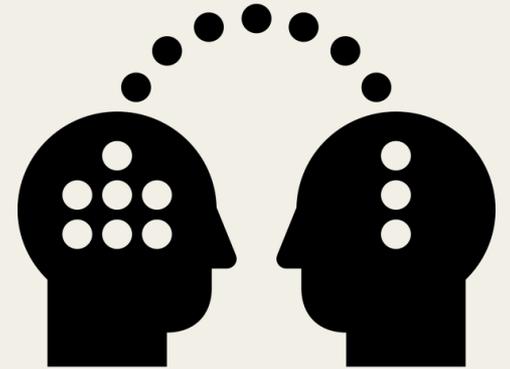
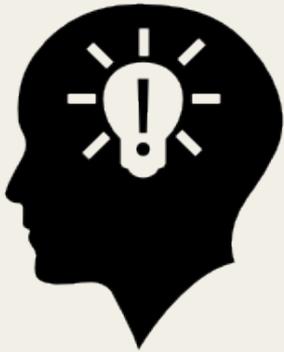
We work to build the capacity of parents *and* teachers:

- **Capabilities** (skills & knowledge)
- **Connections** (networks)
- **Cognitions** (beliefs & values)
- **Confidence** (self-efficacy)





THINK. PAIR. SHARE.



What are training topics that would help teachers & school staff at your district/site to successfully engage families?

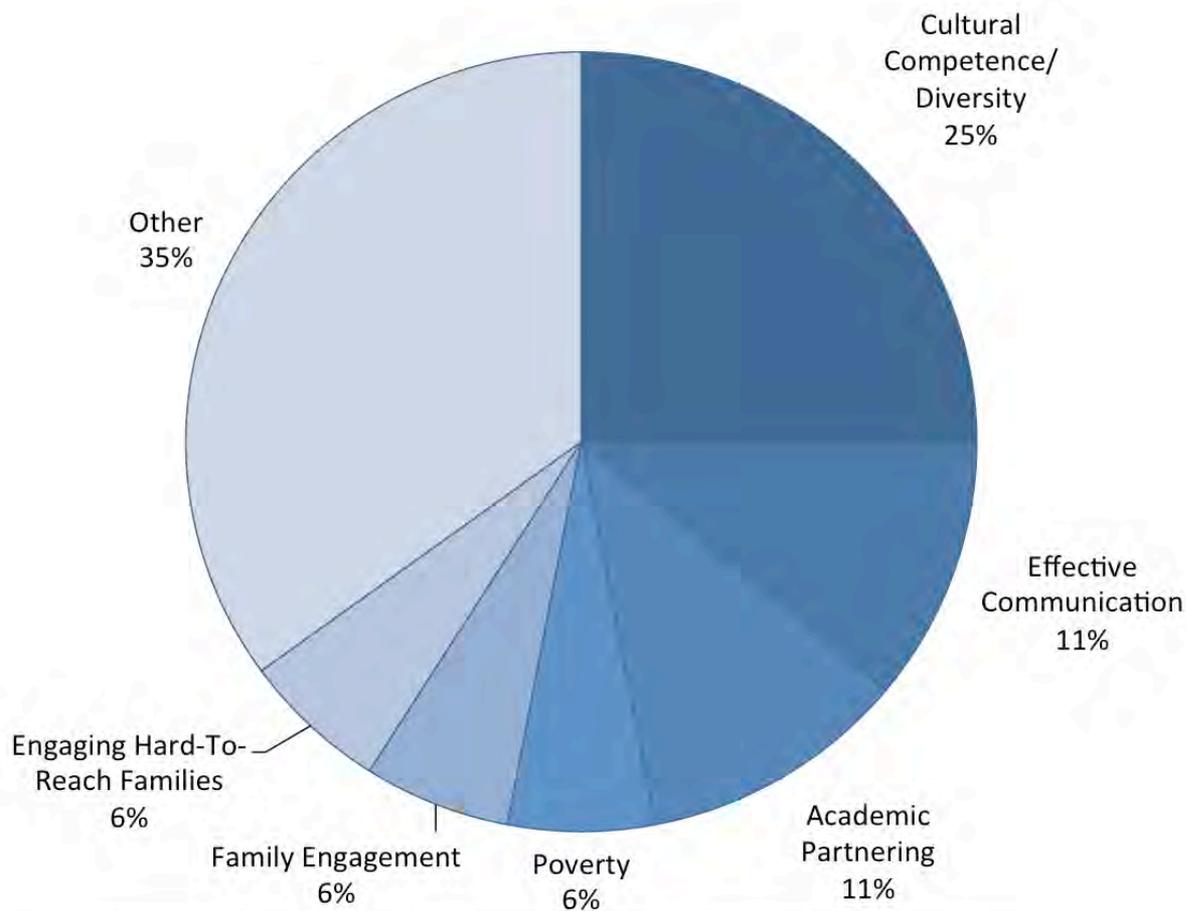


MNPS TEACHER SURVEY



- 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

“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



FAMILY ENGAGEMENT UNIVERSITY



College of Welcoming Schools

College of Family Engagement

College of Equity & Access

College of Community Involvement



FAMILY ENGAGEMENT UNIVERSITY 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.



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.

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.

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

aligned with district achievement goals

Relational

focused on relationship-building between schools, families, and communities

Developmental

built on the intellect and social capacity of participants

Collaborative

enhanced learning through dialogue, interaction, and brainstorming

Vision:

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



- **Capabilities (skills & knowledge)**
- **Connections (networks)**
- **Cognitions (beliefs & values)**
- **Confidence (self-efficacy)**



Staff
Capacity
Building





THE POVERTY SIMULATION





FAMILY ACADEMIC SUCCESS TEAMS





ANNUAL FAMILY ENGAGEMENT SUMMIT





WELCOMING WALK-THROUGHS





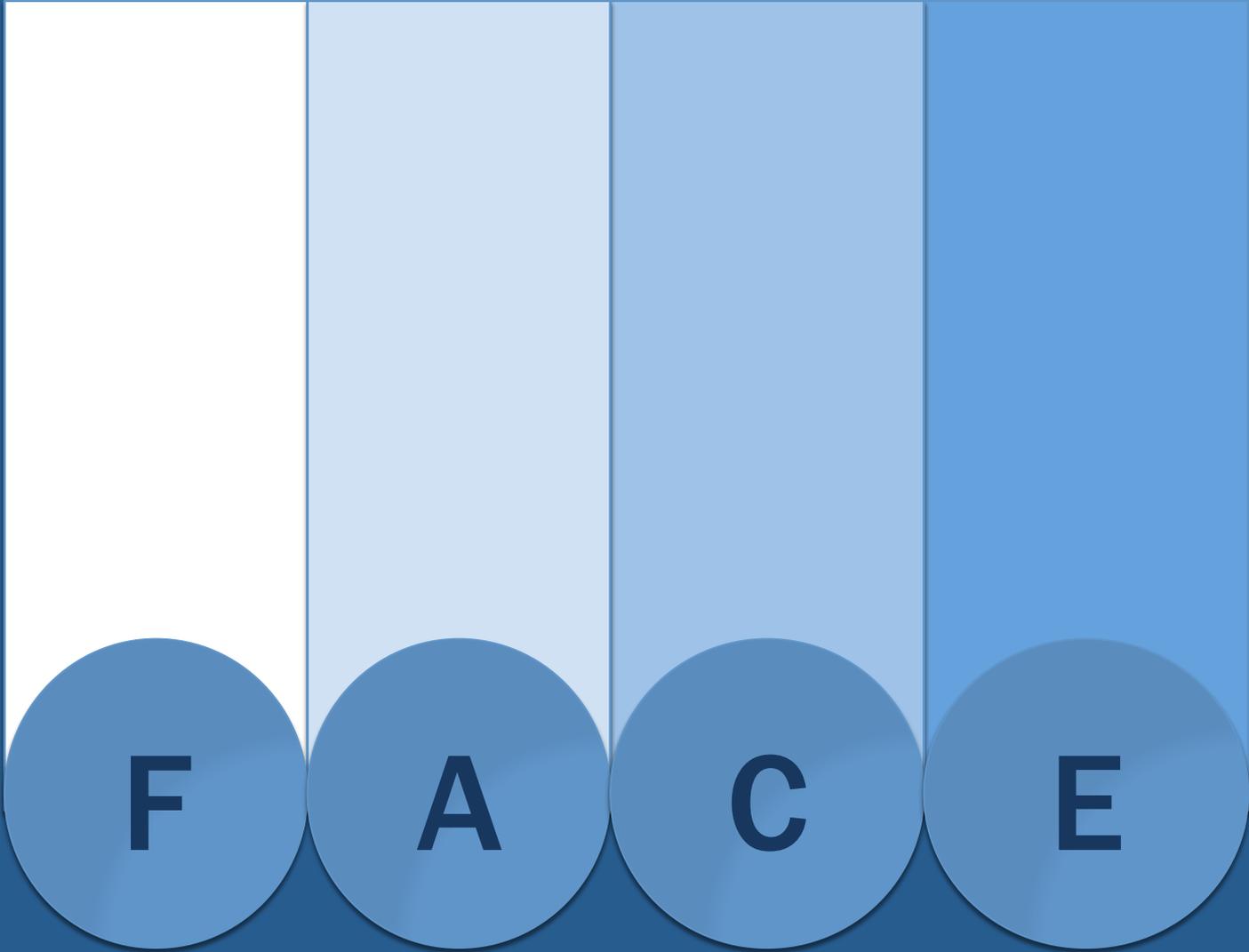
FACE INSTITUTE



FACE Institute TEACHERS

Building Family Engagement Practices - Elementary

Session	Date	Time	Objectives	Pre-Work	Team Indicator	Deliverables
Conducting an Inspection: Looking Deeply at Our Beliefs	8/11/16	4:00-6:00pm	Teachers will be aware of how their beliefs and cognitions impact their practice	<ul style="list-style-type: none"> * Ghosts in the Classroom reading and reflections * Bring class roster and family phone #'s 	Professional growth and learning, teacher knowledge of students, respectful culture, environment, leadership	<ul style="list-style-type: none"> * Class Roster * Reading Reflection * Core Beliefs exercise and staff survey for school leadership
Building Solid Foundations: Framework for Partnerships That Last	9/15/16	4:00-6:00pm	Teachers will be equipped to engage with the 5 roles that families play in education	<ul style="list-style-type: none"> * Talk with each student about current family phone #'s * Bring UPDATED class roster and family phone #'s 	Professional growth and learning, teacher knowledge of students, respectful culture, environment, leadership	<ul style="list-style-type: none"> * Updated Class Roster (with valid contact info) * School plan for updated contact information
Raising the Roof: Framing Academic Partnerships as the Peak of Importance Semester 1 Reflections, Resolutions, and Planning	10/20/16	4:00-6:00pm	Teachers will have the capabilities to plan for goal-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	<ul style="list-style-type: none"> * Spreadsheet or Infinite Campus entries for positive phone calls * Reflection on positive phone calls * School-cohort planning for effective PTC * Data-Driven Parent Teacher Conference Planning Sheets * Reflection on DDPTC successes and areas of growth
Creating an Open Concept: Tearing Down Walls Between Families, Schools, and Communities	1/19/17	4:00-6:00pm	Teachers will have confidence in how to have proactive and reactive conversations with families	<ul style="list-style-type: none"> * November - follow up with families about PTC * Communication reading 	Professional growth and learning, teacher knowledge of students, respectful culture, environment, use of data, school/community involvement	<ul style="list-style-type: none"> * Reflection piece about proactive and reactive communication experiences * Plan teacher PD or PLC about family engagement and communication
Installing Strong Windows: Strength-Based Lens for Family Engagement	2/23/17	4:00-6:00pm	Teachers will be able to identify students', families', and peers' funds of knowledge	<ul style="list-style-type: none"> * Call 4 families - 2 conversations you've been avoiding, 2 easy conversations * Funds of Knowledge Reading 	Professional Growth and Learning, Teacher knowledge of students, respectful culture, environment	<ul style="list-style-type: none"> * Spreadsheet or Infinite Campus entries for 4 conversations * Reflection on those 4 conversations * Continue to plan teacher PD or PLC about engagement and communication
Rolling Out the Welcome Mat: Ensuring that ALL Families Feel Welcome	3/16/17	4:00-6:00pm	Teachers will have developed strategies to connect with hard-to-reach families	<ul style="list-style-type: none"> * The Power of Parent Involvement Reading * List of Barriers to Family Involvement in your classroom/school 	Professional growth and learning, teacher knowledge of students, respectful culture, environment, leadership	<ul style="list-style-type: none"> * List of Barriers with Strategies and * Reflection * Continue to plan teacher PD or PLC about engagement and communication - Set date
Final Reflections and Resolutions	DUE: 5/11/17	Email, not in person	Teachers will have an opportunity to reflect and report.	* 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

Assets

Challenges

Evaluation



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



EVALUATION





FEU EVALUATION (QUANTITATIVE)



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



FEU EVALUATION (QUALITATIVE)



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





BRAINSTORMING





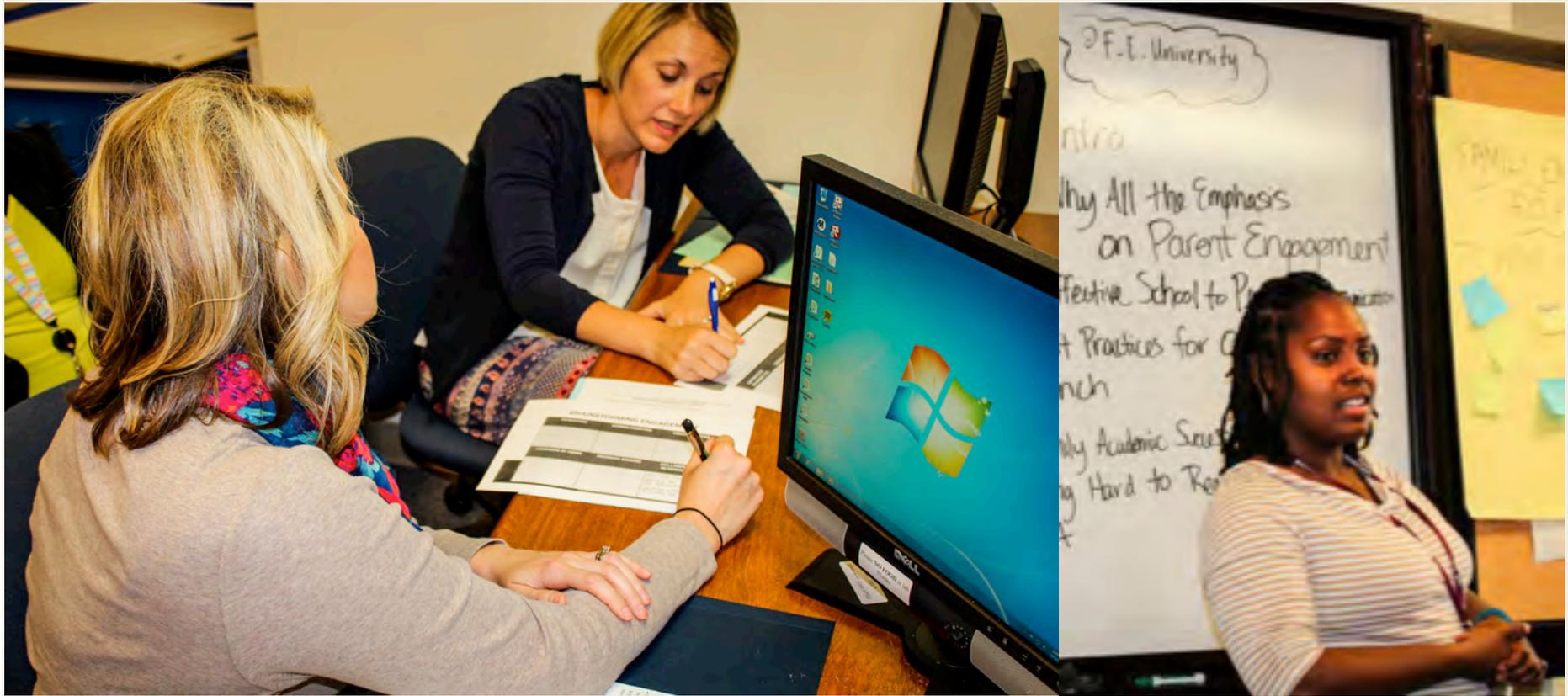
BRAINSTORMING



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?



QUESTIONS AND COMMENTS





K

W

L

What you KNOW

What you WANT to
know

What you LEARNED

What you <u>KNOW</u>	What you <u>WANT</u> to know	What you <u>LEARNED</u>



KEEP IN TOUCH



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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