

Empowering Families in a MTSS

Todd Wiedemann, MTSS Core Team

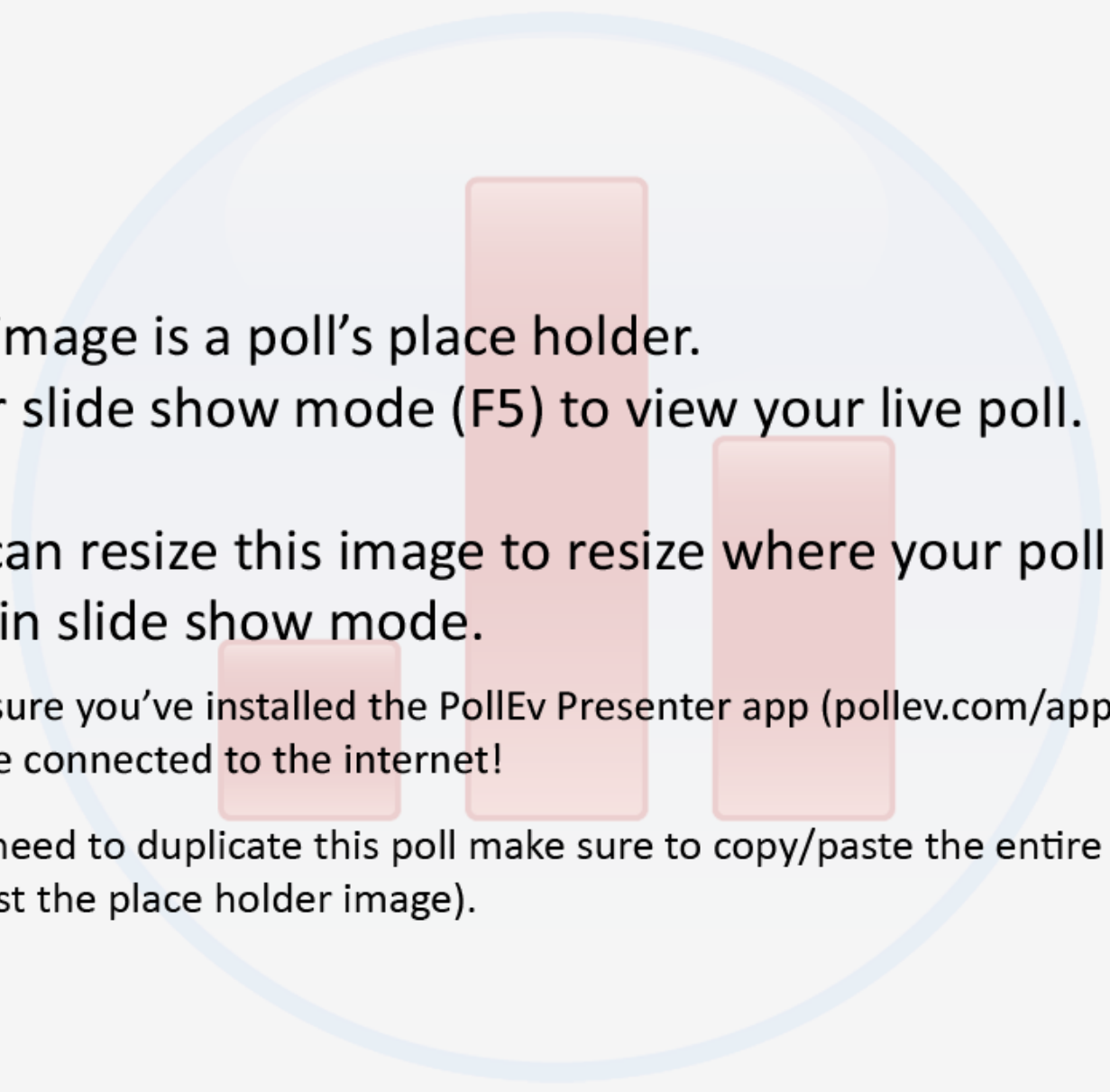
Jane Groff, Director,

Kansas Parent Information Resource Center (KPIRC)

Musical share activity



How does your school engage families in their student's learning?

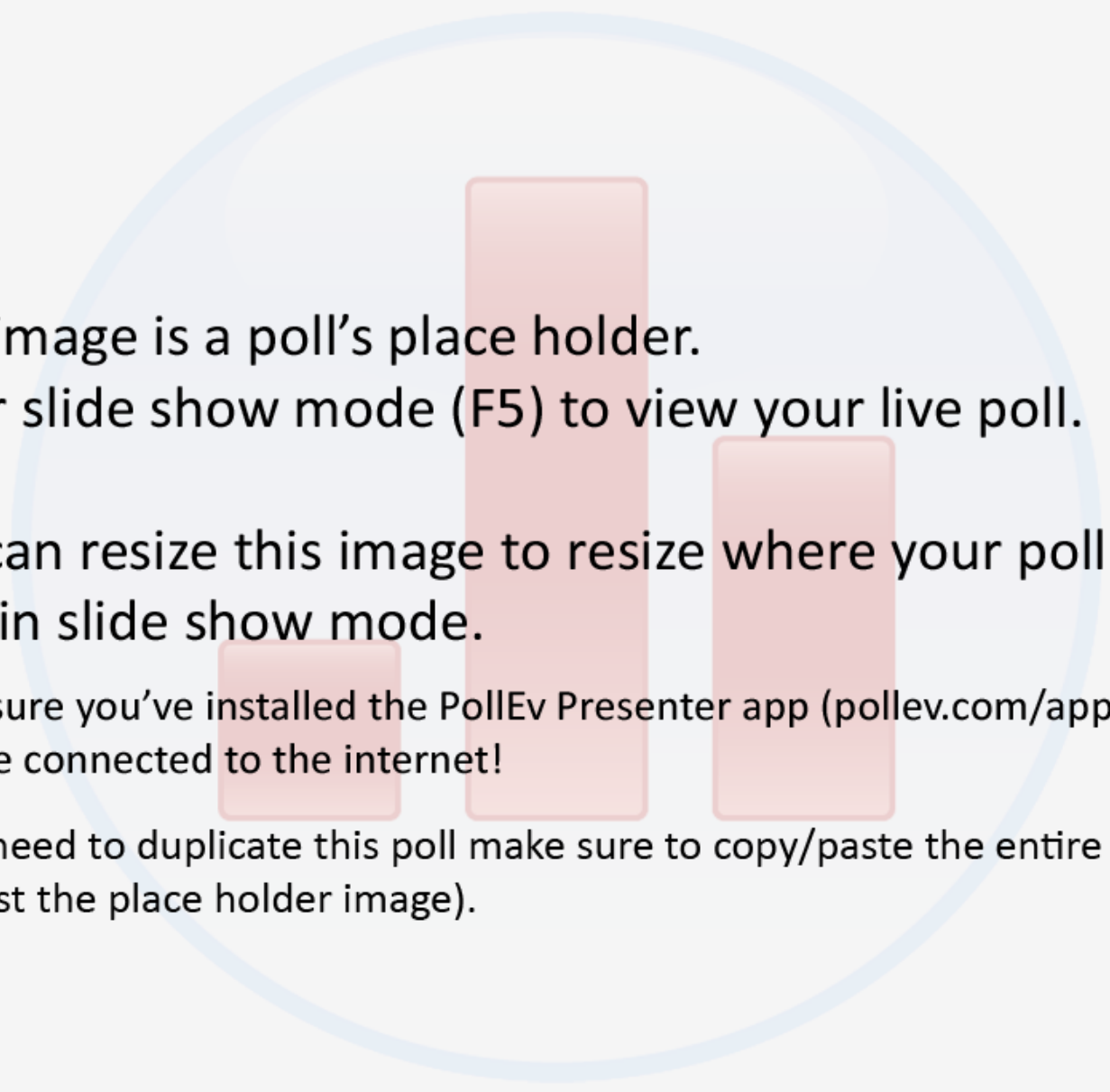


This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

You can resize this image to resize where your poll will
load in slide show mode.

Make sure you've installed the PollEv Presenter app (pollev.com/app)
and are connected to the internet!

If you need to duplicate this poll make sure to copy/paste the entire slide
(not just the place holder image).

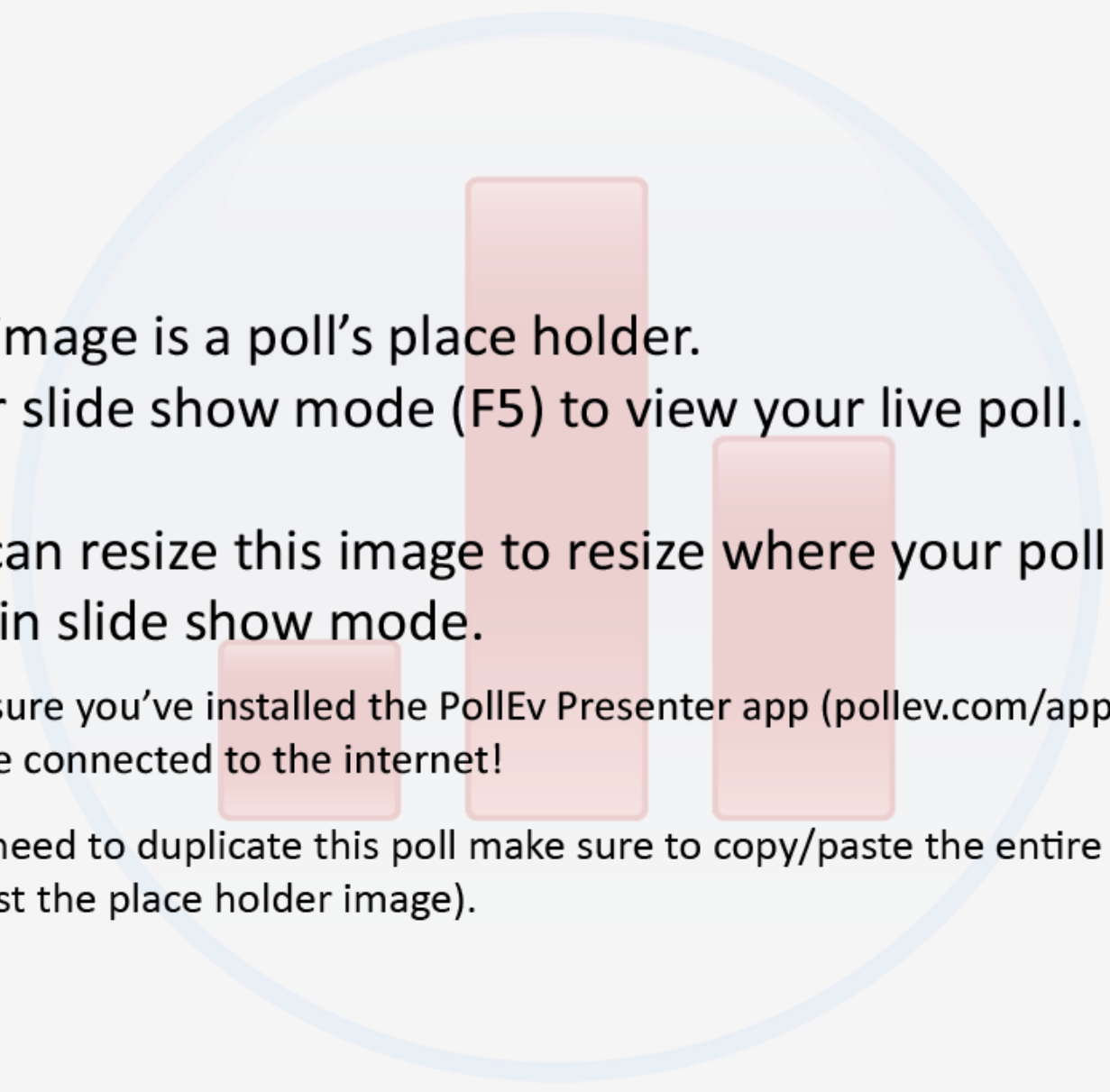


This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

You can resize this image to resize where your poll will
load in slide show mode.

Make sure you've installed the PollEv Presenter app (pollev.com/app)
and are connected to the internet!

If you need to duplicate this poll make sure to copy/paste the entire slide
(not just the place holder image).



This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

You can resize this image to resize where your poll will
load in slide show mode.

Make sure you've installed the PollEv Presenter app (pollev.com/app)
and are connected to the internet!

If you need to duplicate this poll make sure to copy/paste the entire slide
(not just the place holder image).

Pittsburg Public Schools

Brian Biermann
Assistant Superintendent



What is MTSS?

A coherent continuum of evidence based, **system-wide practices** to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.



Goals of MTSS

To provide an **integrated systemic approach** to meeting the needs of all students.

To become the guiding framework for school improvement activities to address the academic and behavioral achievement of all students.



Core Beliefs

Core beliefs come from a teams' core values related to:

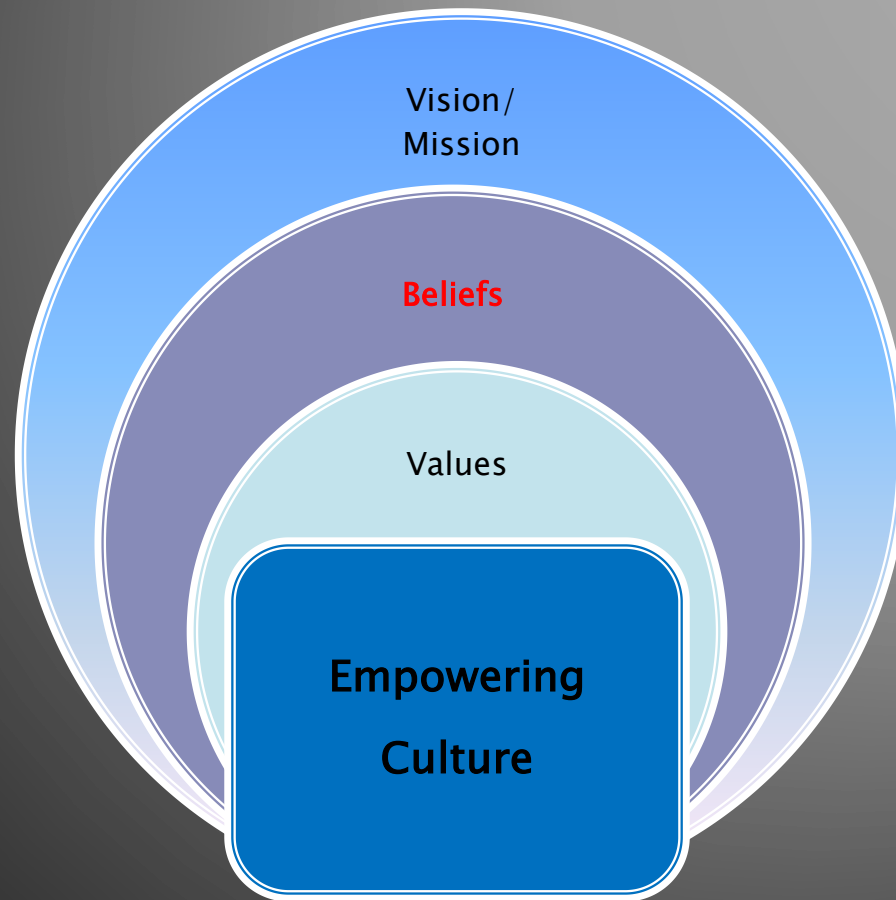
- Outcomes for students
- Commitments to each other
- **Beliefs about conditions for learning**

(Saphier & D'Auria 1993)

Empowering Culture



Elements of An Empowering Culture





Empowering Culture

- ▶ Development and acceptance of core beliefs, vision/mission, commitment statement
- ▶ Consensus about implementation of MTSS
- ▶ Parent Engagement



Empowering Culture

- ▶ Challenging
- ▶ Key to creating sustainability
- ▶ Stakeholders actively involved in school improvement process
- ▶ Stakeholders participate in appropriate decision making
- ▶ Promotes a sense of community and cooperation

A Road Map to Module 3

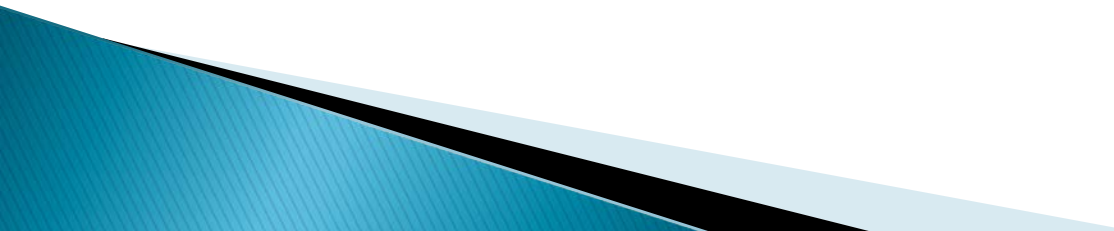
- ▶ Elements of an Empowering Culture:
 - How does our culture promote school connectedness?
 - What is our shared vision/mission?
 - What do we believe?
- ▶ How will we communicate with stakeholders?
- ▶ How will we engage families?



Empowering Culture Promotes School Connectedness

School connection is defined as “the belief by students that adults in the school care about their learning as well as about them as individuals.”

(Wingspread, 2004, p. 233)



Why is School Connectedness Important?

Research shows that when students experience connectedness to school, *educational motivation*, *classroom engagement*, and *attendance* all improve.

(Croninger & Lee, 2001)



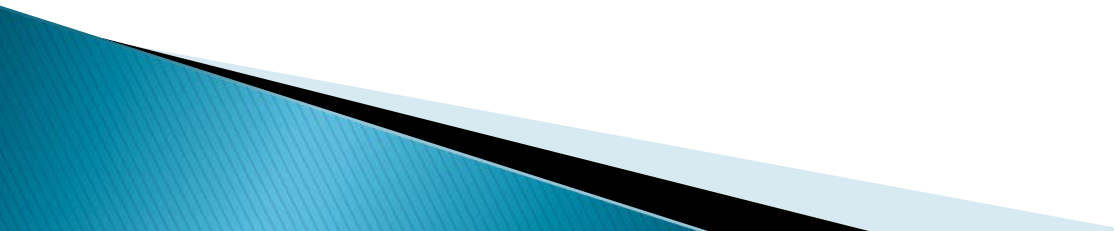


Fostering School Connectedness

- ▶ Implement high standards and expectations, and provide academic support to all students.
- ▶ Apply fair and consistent disciplinary policies that are collectively agreed upon and fairly enforced.
- ▶ Create trusting relationships among students, teachers, staff, administrators, and families (Blum, 2005, p. 2).



Fostering School Connectedness (Cont.)

- ▶ Hire and support capable teachers who are skilled at content teaching techniques and classroom management to meet each learner's need.
 - ▶ Foster high parent/family expectations for school performance and school completion.
 - ▶ Ensure that every student feels close to at least one supportive adult at school (Blum, 2005, p. 2).
- 

U.S. Secretary of Education

My vision for family engagement is ambitious...I want all parents to be real partners in education with their children's teachers...In this partnership, students and parents should feel connected--and teachers should feel supported...When parents demand change and better options for their children, they become the real accountability backstop for the educational system. (May 3, 2010)



Arne Duncan



Family Engagement

Schools must make a concerted effort to involve and empower families in their children's education as early as possible.



Kansas Parent Information Resource Center (www.kpirc.org)

- ▶ KPIRC provides technical assistance and professional development to educators on family engagement.
- ▶ Sampling of MTSS Resources Available:
 - A Family Guide to Multi-Tier System of Supports
 - Family Engagement: A Critical Component to Building an Empowering Culture in the Kansas Multi-Tier System of Support
 - A Parent Guide to Schoolwide Positive Behavior Supports (SWPBS)
 - MTSS: Helping Your Child Grow, Learn and Succeed



“You can’t make families engage, but you can create an environment to increase the likelihood that families will engage and support their children’s learning.”

~ Jane Groff, Director
Kansas Parent Information
Resource Center



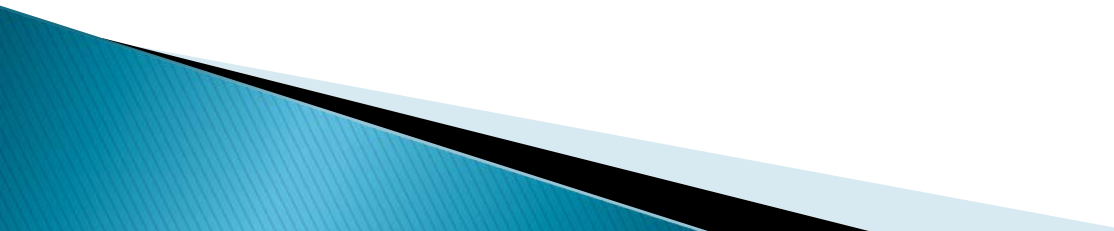
A Family Engagement Framework for Kansas

PTA National Family School Partnership
Standards

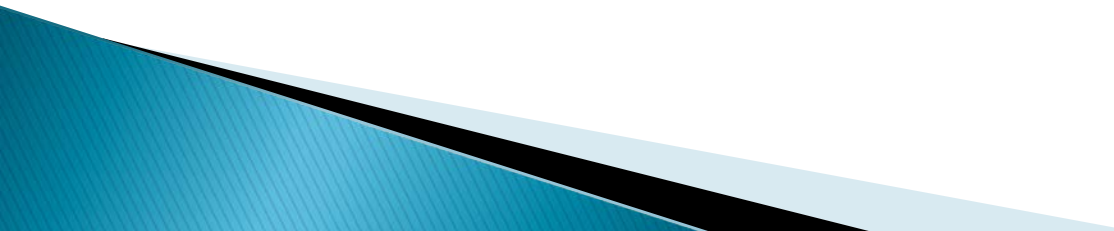
A Solid Foundation for Family Engagement in Kansas

- ▶ PTA National Standards for Family School Partnerships
 - Endorsed by Kansas Board of Education (KSBE) in January, 2008
 - Influenced ESEA legislation
 - Included in KSDE Integrated Improvement Plans

PTA National Family School Partnership Standards

1. **Welcoming All Families Into the School Community** – families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
 2. **Communicating effectively** – families and school staff engage in regular, meaningful communication about student learning.
 3. **Supporting Student Success** – families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- 

PTA National Family School Partnership Standards (Cont.)

4. **Speaking up for every Child** – families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
 5. **Sharing Power** – families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.
 6. **Collaborating with Community** – families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
- 

Multi Tier System of Support: Emphasis on Family Engagement

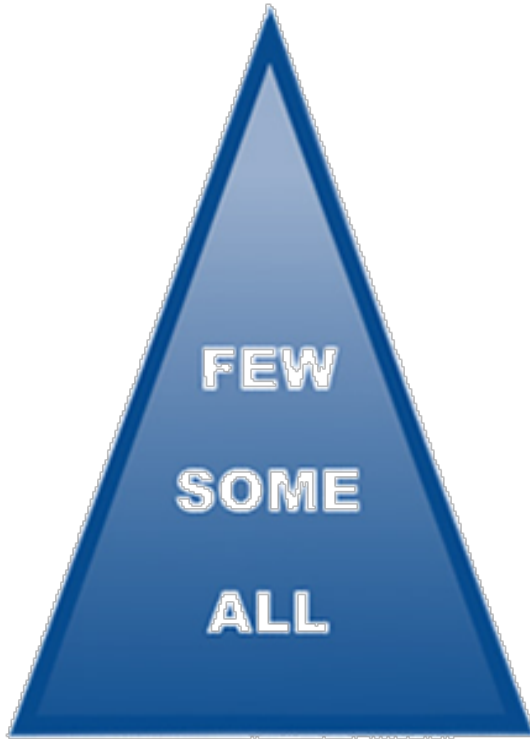


MTSS Framework



- **Empowering Culture**
 - Involving all Staff
 - Involving Parents
 - Informing All

Points of Emphasis in MTSS

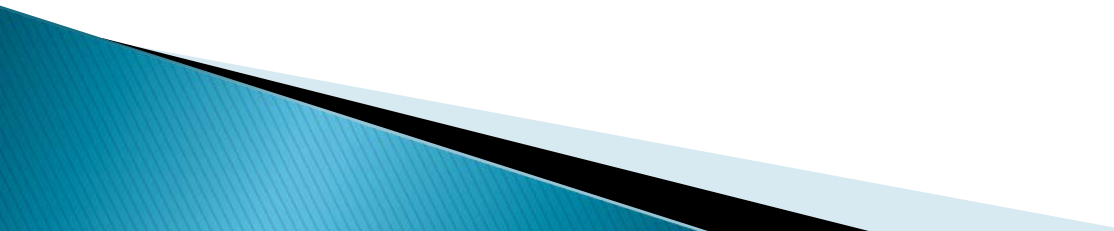


1. Increase Communication with families as you move from level 1–2–3.
1. Increase Problem Solving Capacity with families as you move from level 1–2–3.

Benefits of Parent Involvement

- ▶ Students with involved parents were more likely to earn higher grades and test scores
- ▶ Enroll in higher-level programs;
- ▶ Be promoted
- ▶ Attend school regularly
- ▶ Have better social skills and adapt well to school
- ▶ Graduate and go on to postsecondary education
- ▶ Students display more positive attitudes toward school
- ▶ Students behave better both in and out of school
- ▶ Middle and High school students make better transitions
- ▶ Develop realistic plans for the future
- ▶ Less likely to drop out
- ▶ Children from diverse cultural backgrounds do better when families and schools join forces to bridge the gap between home and school cultures (*Beyond the Bake Sale*, Henderson & Mapp, 2007).

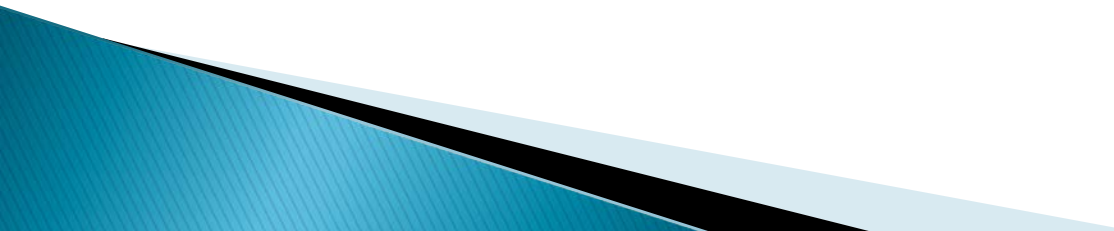
Changing Vocabulary

- ▶ Parent Involvement language throughout (ESEA)
 - ▶ National Workgroup on Family–School Partnerships changing language to Family Engagement or Parent Engagement
 - ▶ Encouraged to use Family Engagement or Parent Engagement
 - ▶ Reasoning: (a) Families can be involved without being engaged in their children's learning, and (b) the diversity within today's family unit.
 - ▶ Will not see future initiatives from the federal government that do not include family engagement.
- 

Research

“the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement. When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more”.

Henderson T. A., & Mapp, L. K., (2002) A New Wave of Evidence.



Essential Supports for Effective School Reform

- ▶ Leadership
- ▶ Parent/Community Ties
- ▶ Professional Capacity
- ▶ Student centered learning climate
- ▶ Instructional Guidance

Organizing Schools for Improvement by Bryk, A., Bender Sebring, P., Allensworth, E., Luppenscu, St., and Eastong, J. (2010).

- ▶ We can't hold one thing constant b/c one thing affects another. Taking things apart doesn't work. Family engagement interacts with other systems.
- ▶ Schools that have all five components have 10 times the chance of increasing rdg and math scores.

Organizing Schools for Improvement

Leadership

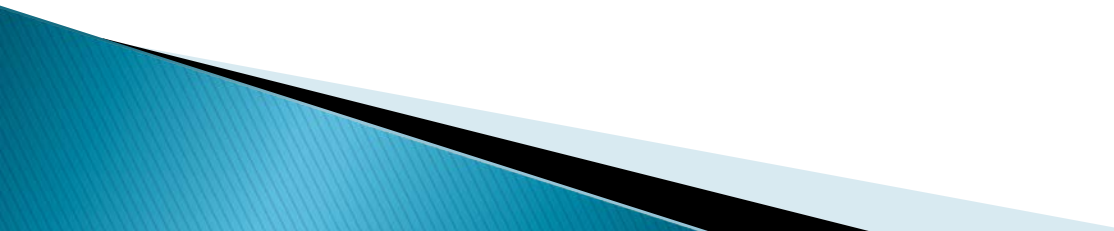
Instructional
Guidance

Teacher
Capacity

School Climate

Parent–School–
Community
Ties

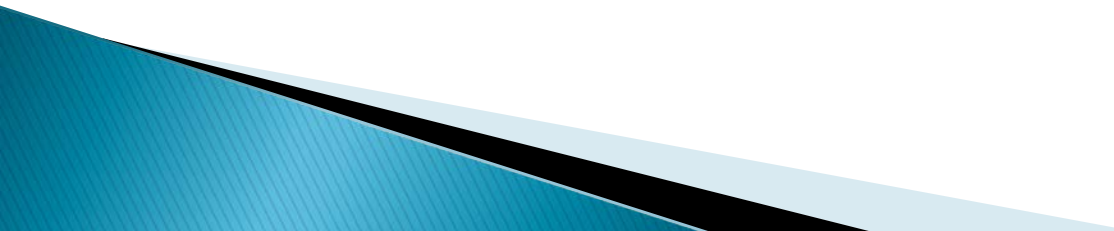
Organizing Schools for Improvement

- ▶ Schools that lack even one (or have a low rating) have less than a 10% chance of increasing reading and math scores.
 - ▶ Schools chronically weak in family engagement did not improve in mathematics
 - ▶ Schools strong on family engagement were 4 times more likely to improve reading scores.
 - ▶ Schools strong on family engagement were 10 times more likely to improve math scores.
- 

Linked to Learning

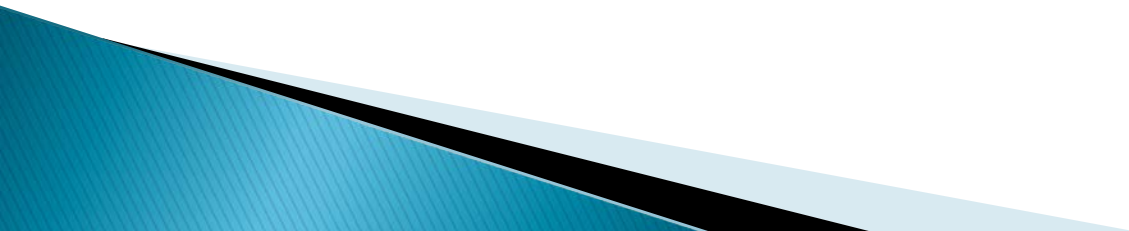
- ▶ Engaging parents in learning has shown to have a stronger positive impact on student outcomes than involving parents in school activities.
- ▶ “While involving parents in school activities may have an important community and social function, the key to facilitating positive change in a child’s academic attainment is the engagement of parents in learning outcomes in the home” (p. 8)

Emerson, L, Fear, J., Fox, S., & Sanders, E. (2012). Parental engagement in learning and schooling: Lessons from research.

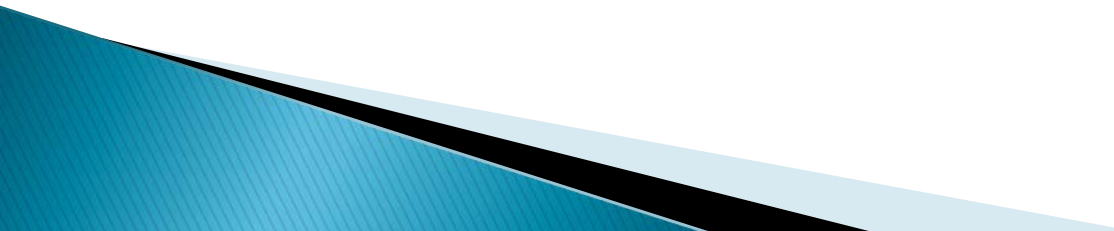


Academic Parent Teacher Teams (APTT)

<http://www.youtube.com/watch?v=1YNsWrFiYfY>



Academic Parent Teacher Teams (APTT)

- ▶ Of the 13 Family Engagement Partners (FEP) schools that administer the D.C. tests aligned with the common core, 12 showed composite growth over the past year.
 - ▶ Our FEP schools engage families by building trusting relationships and collaborating academically with parents to improve student learning.
 - ▶ Our partner schools' average reading scores grew 5.5% and their average math scores grew 7.4%. By comparison, the DCPS average growth was 3.9% in reading and 3.6% in math, and the charter sector average growth was 3.9% in both reading and math.
- 

Federal and State Family Engagement Initiatives

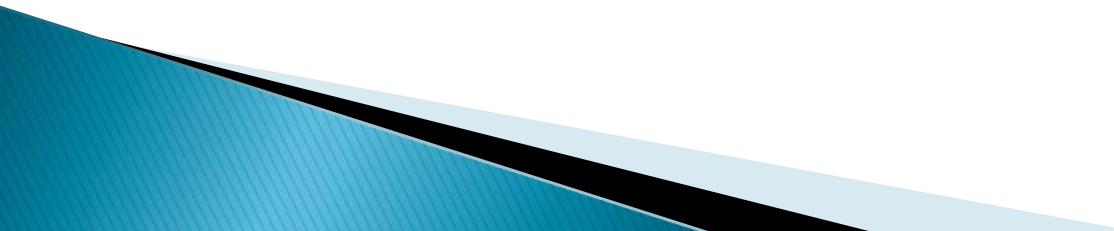
Elementary and Secondary Education Act: Definition of Parent Involvement

- ▶ The participation of parents in regular, **two-way**, and **meaningful** communication involving student **academic learning** and other school activities; including ensuring that parents (Title IX General provisions, Part A Sec 9101)
 - (A) play an integral role in assisting their child's learning;
 - (B) are **encouraged** to be actively involved in their child's education at school;
 - (C) are full **partners** in their child's education and are included, as appropriate, in **decision making** and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those in Title I, Sec 1118.

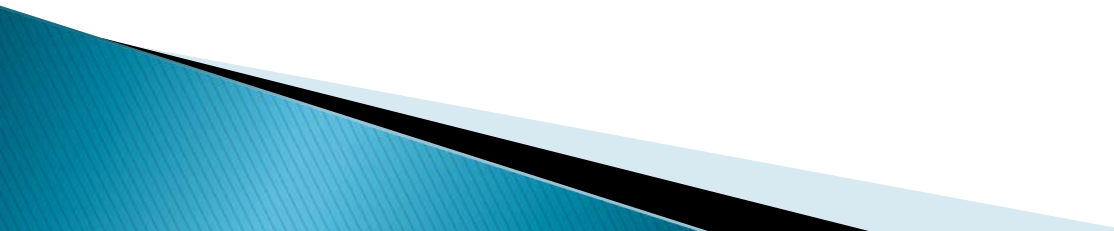
ESEA Flexibility Turnaround Principles

- ▶ Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

ESEA Flexibility Turnaround Principles

1. Strong Leadership
 2. Effective Teachers
 3. Redesigning of the school day, week, or year
 4. Strengthening the school's instructional program
 5. Using data to inform instruction
 6. Establishing a school environment that improves school safety and discipline
- 

Turnaround Principle 7

- ▶ Providing ongoing mechanisms for family and community engagement:
 - Develop and implement a family and community engagement plan...
 - Provide ongoing professional development
 - Conduct a survey to gauge parent and community satisfaction.....
 - Provide parent education classes.....
 - Hold public meetings to review school performance and plan school improvement strategies and interventions.
- 

New Initiative

- ▶ <http://wps.wpx.libsynpro.com/cessna-bringing-data-back>

KPIRC Website! www.kpirc.org

