



**SYMPOSIUM BREAKOUT SESSION**  
**WEDNESDAY, OCTOBER 26, 2022 | 2:00-3:30 PM ET**

# **Sidestepping Barriers to Implementing Family Engagement in Your Classroom**

## **PRESENTERS:**

- José Bou, Great Schools Partnership
- David J. Ruff, Great Schools Partnership



# YOUR HOSTS

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José Bou, co-host

David Ruff, co-host

# Introductions

Name, Role, School + State





We are a nonprofit school-support organization working to redesign public education and improve learning for all students.



**@GreatSchoolsP**

# Core Tenets

## We believe in and advocate for:

- **Anti-racist, inclusive, and equitable practices, policies, and cultures**
- Proficiency-based teaching and learning
- Multiple and flexible pathways that promote deep learning as well as student voice and choice
- Shared, data-informed decision-making amongst educators, students, families, and community members
- **Trusting relationships between students, families, and educators**
- **Professional learning groups for educators**

**We envision thriving schools & communities** where every student develops the skills and habits necessary to engage in deep learning, pursue their aspirations, and contribute actively toward an equitable society.



**Our mission** is to support, challenge, and collaborate with educators and communities to achieve educational excellence and equity.





**We believe** educational equity means ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.

# Outcomes

Participants will:

1. understand the barriers and benefits for classroom-based family engagement
2. learn how to use family engagement tools and resources within their context.
3. acquire the knowledge and skills necessary to plan effective Family and Community engagement with families of students enrolled in their classes.

# Today's Agenda

Opening: Welcome, Introductions, Logistics

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Framing Family and Community Engagement

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Dual Capacity-Building Framework for Family-School Partnership

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Tripling Up to include Community

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Exploring these Concepts in Your Classroom

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A Few Additional Tools & Resources

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Closing and Feedback

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# Community Agreements

1. Lean into discomfort
2. Accept non-closure
3. Stay engaged
4. Speak your truth
5. Seek to understand
6. Maintain confidentiality...



Family Engagement  
+ Classroom Practice

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**Deeper, Equitable Learning**

# What is Family and Community Engagement?



Please use the chat box to  
share your ideas

Appreciation and thanks to Dr.Karen Mapp for instigating many of  
the ideas that follow in this workshop

A red brick wall with a mix of reddish-brown and brown bricks, some with white mortar. The wall has a slightly weathered and textured appearance.

# What is stopping us from deep and meaningful family engagement?

**Fear      Race      Beliefs**

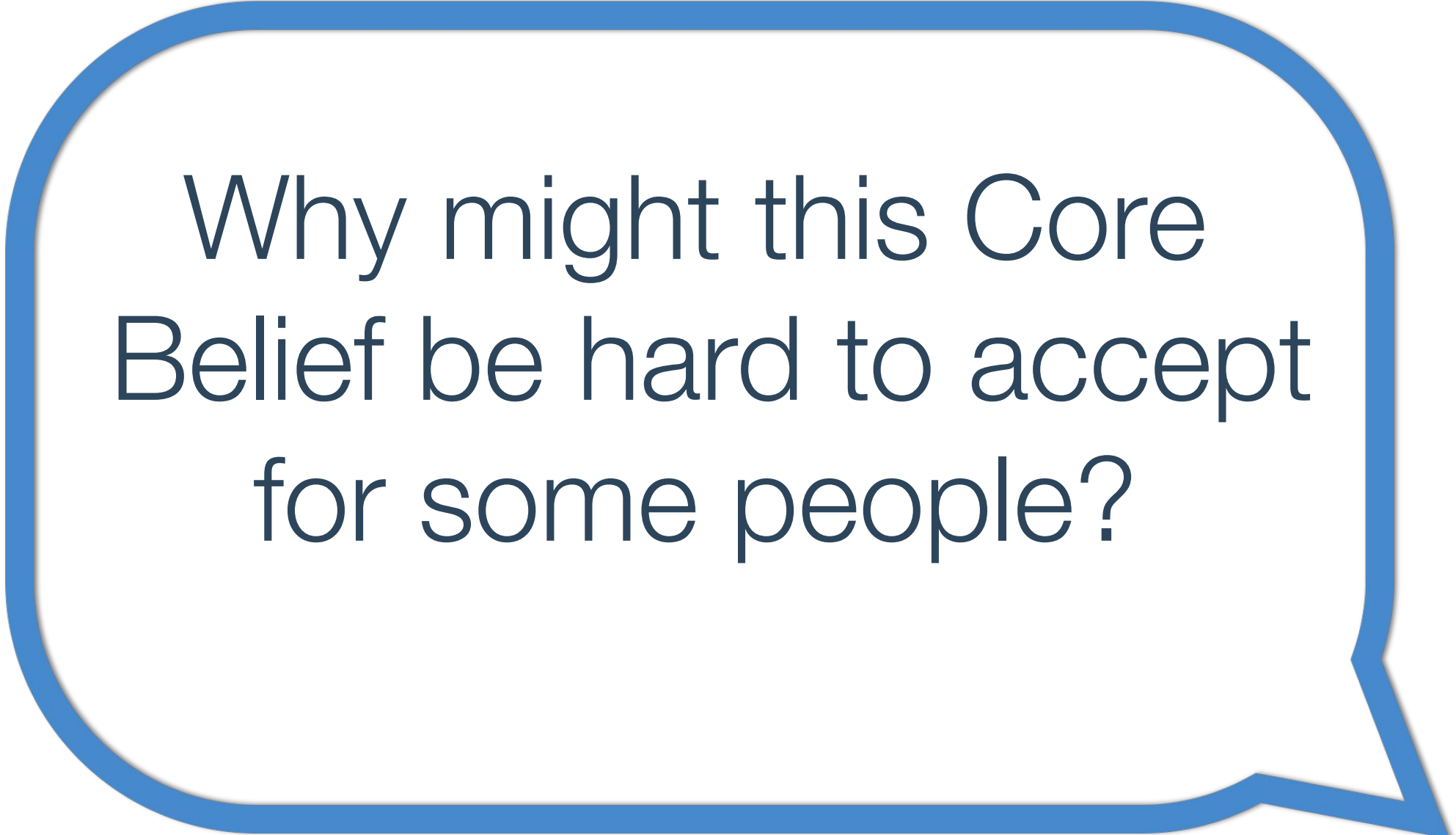
# **The 4 Core Beliefs of Family Engagement**

It is necessary for school staff to hold a set of positive beliefs about family engagement. You must “believe in your soul”

1

All families have dreams for their children and want the best for them.

# Use the Chat!

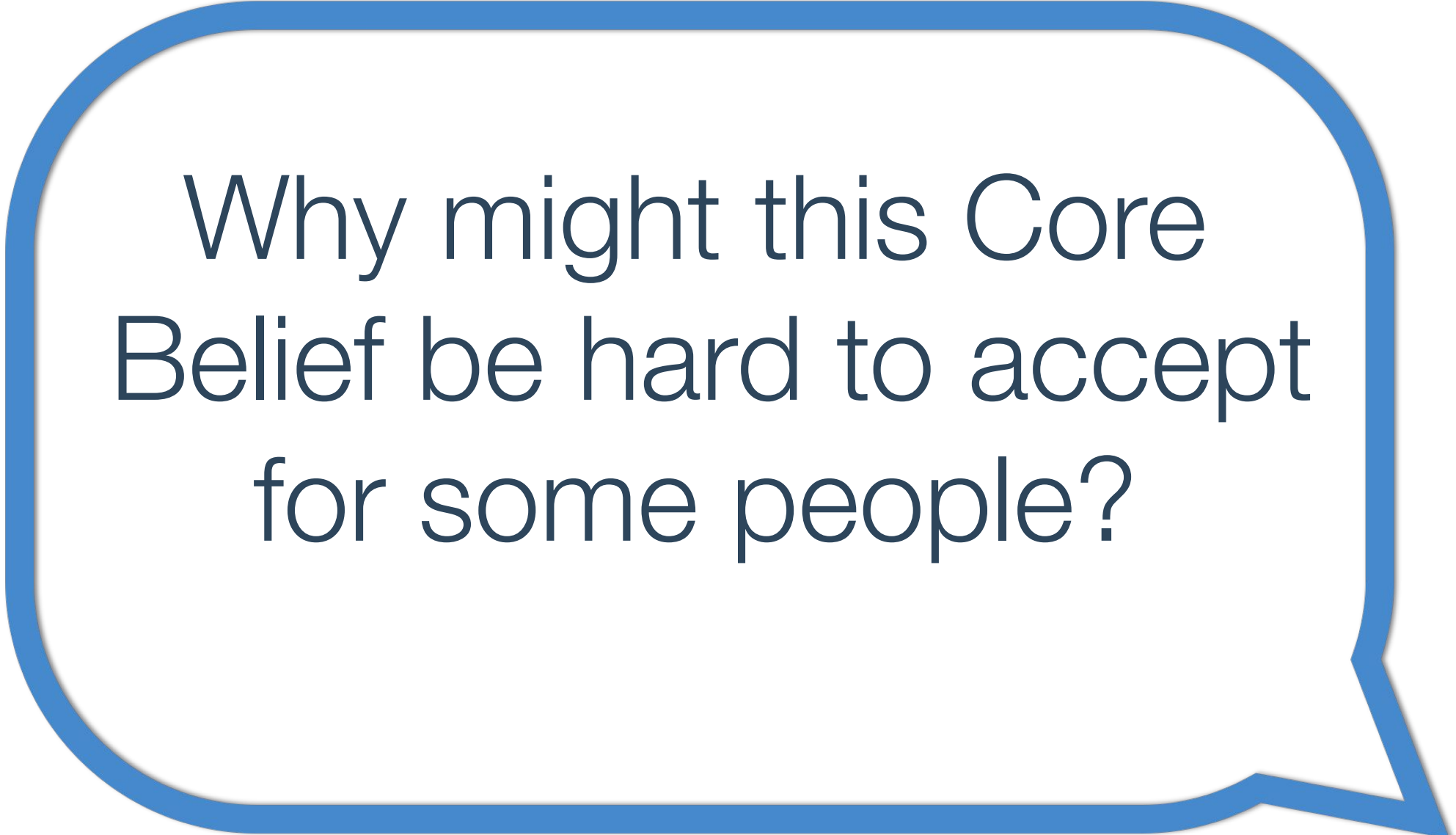


Why might this Core Belief be hard to accept for some people?

A large, bold, black number '2' is positioned on the left side of the image. It is a simple, sans-serif font with a thick stroke.

All families have the  
capacity to support their  
children's learning

# Use the Chat!

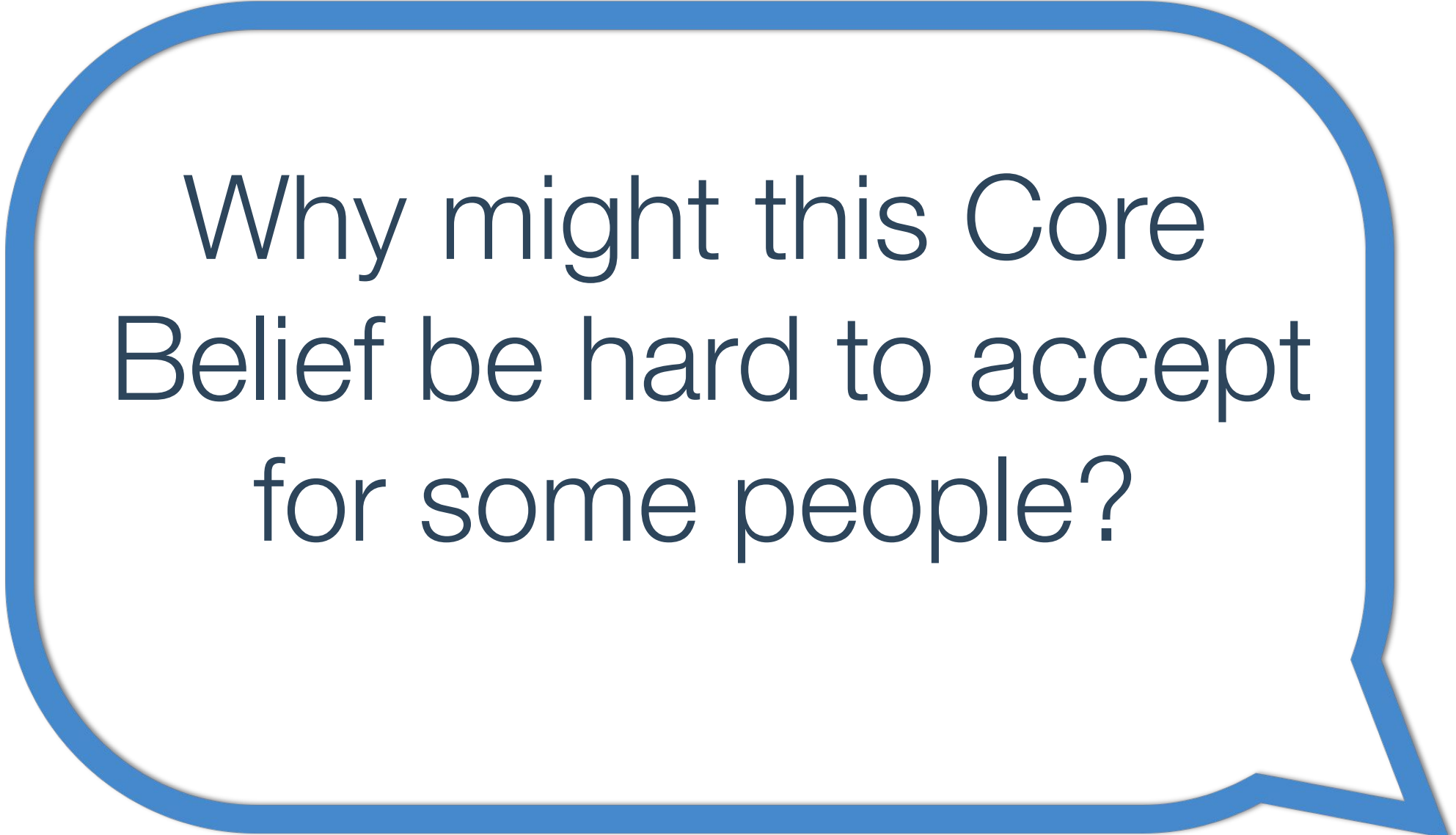


Why might this Core Belief be hard to accept for some people?

# 3

Families and school staff  
are equal partners

# Use the Chat!

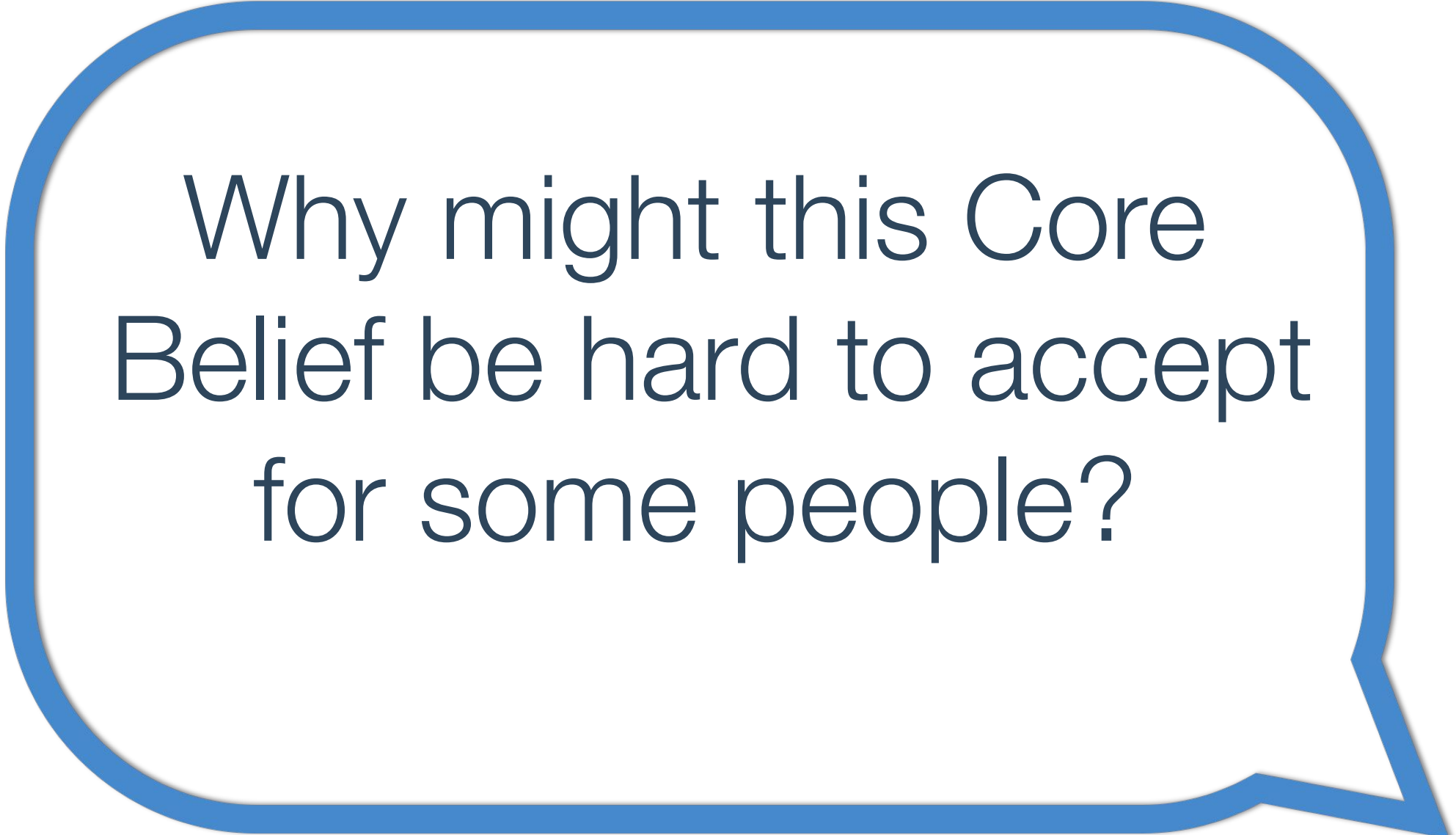


Why might this Core Belief be hard to accept for some people?

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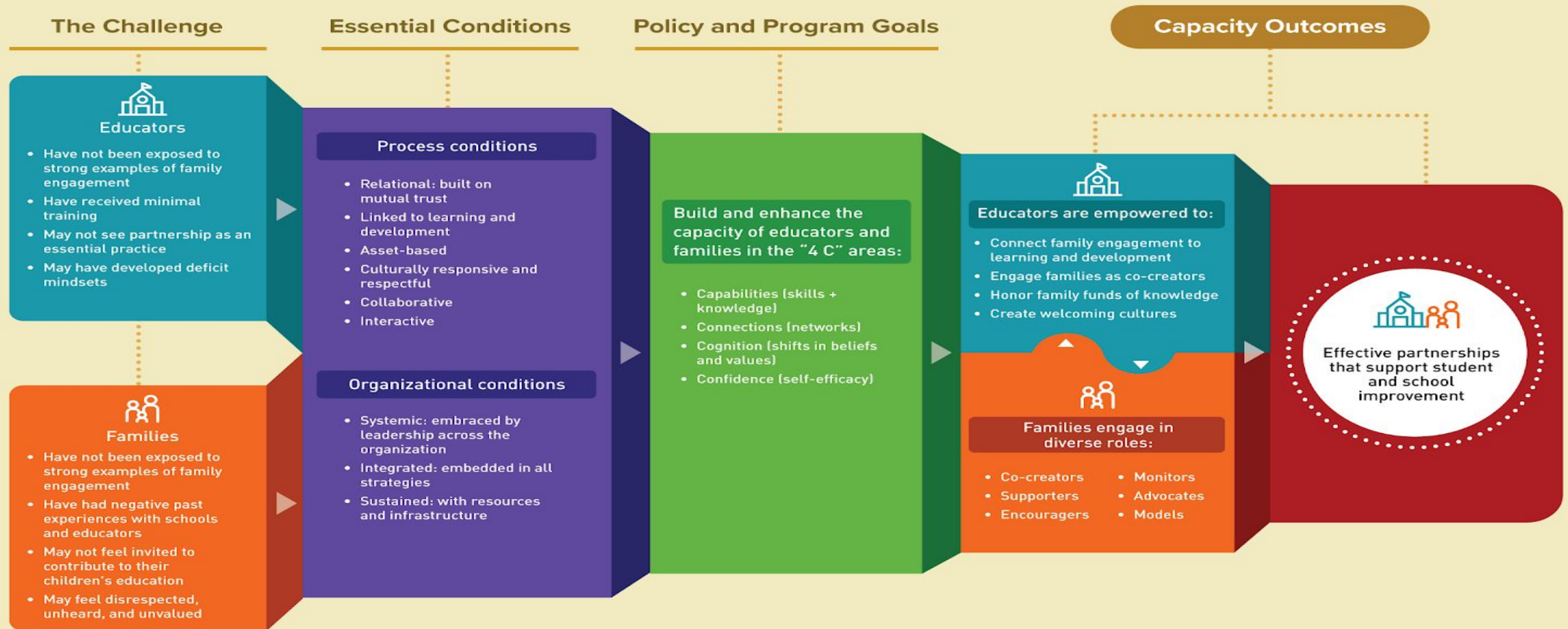
Responsibility for cultivating and sustaining partnerships among school, home and community rests primarily with school staff, especially school leaders.

# Use the Chat!



Why might this Core Belief be hard to accept for some people?

# The Dual Capacity-Building Framework for Family-School Partnership (Version 2)



# Educators

- Have not been exposed to **strong examples of family engagement**
- Have received **minimal training**
- may **not see** partnership as an **essential practice**
- May have developed **deficit mindsets**



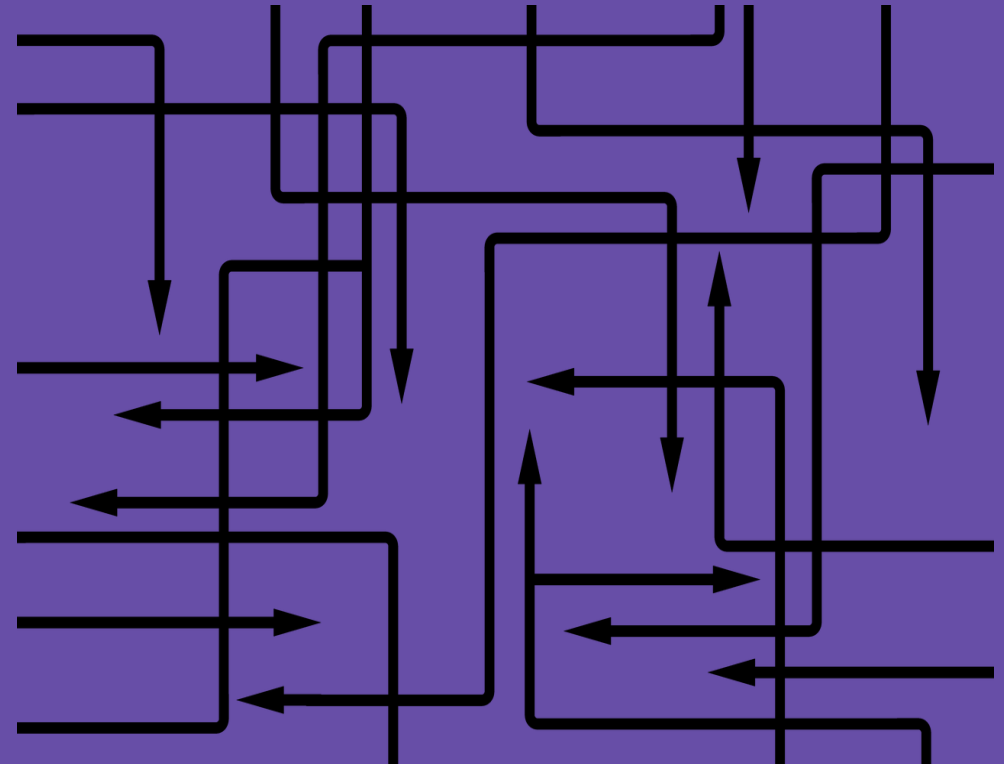
# Families

- Have not been exposed to **strong examples of family engagement**
- Have had **negative past experiences** with schools and educators
- May **not feel invited** to contribute to their child's education
- May feel **Disrespected**



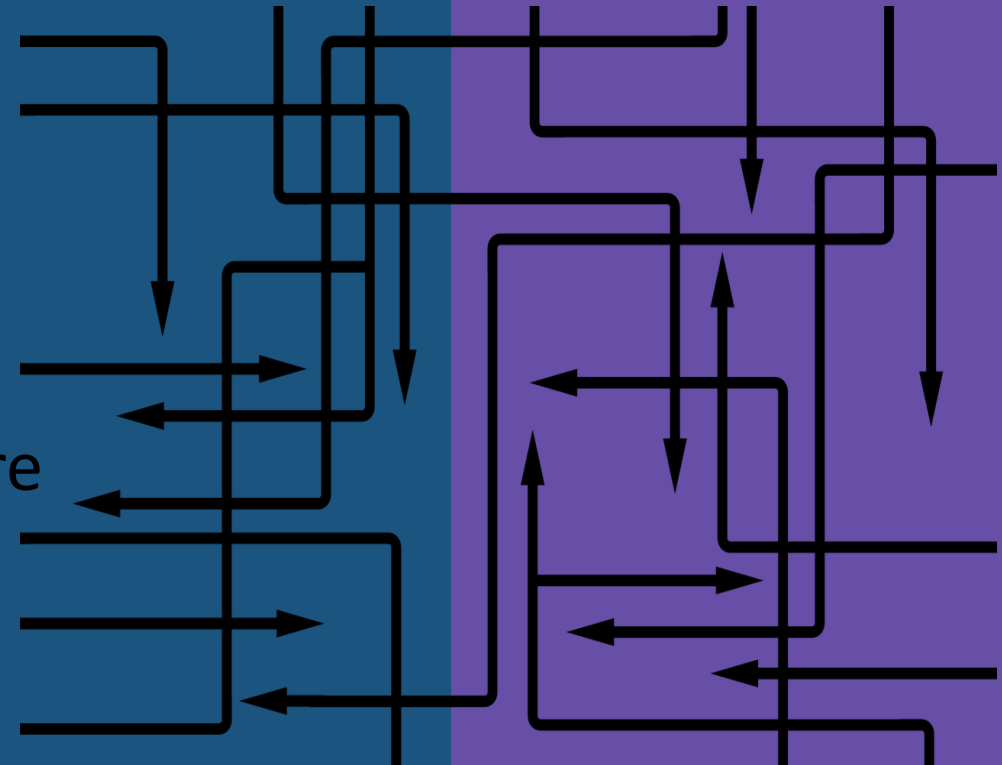
# Process conditions

- **Relational:**Built on Trust
- **Linked to Learning** and development
- **Asset-based**
- **Culturally responsive and respectful**
- **Collaborative**
- **Interactive**



# Organizational Conditions

- **Systemic**:embraced by leadership across the organization
- **Integrated**:embedded in all strategies
- **Sustained**:with resources and infrastructure



# Thinking about the Process Conditions



# Build and enhance the capacity of educators and families in the “4 Cs”

- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (shifts in beliefs and values)
- **Confidence** (self-efficacy)



No, it's 4c not "Foresee"

# Educators are empowered to

- **Connect** family engagement to learning and development
- **Engage** families as co creators
- **Honor** family funds of knowledge
- **Create** welcoming cultures



# Families engage in diverse roles

- **Supporters**
- **Encouragers**
- **Monitors**
- **Models**
- **Advocates/Activists**
- **Decision-makers/Choosers**
- **Collaborators**

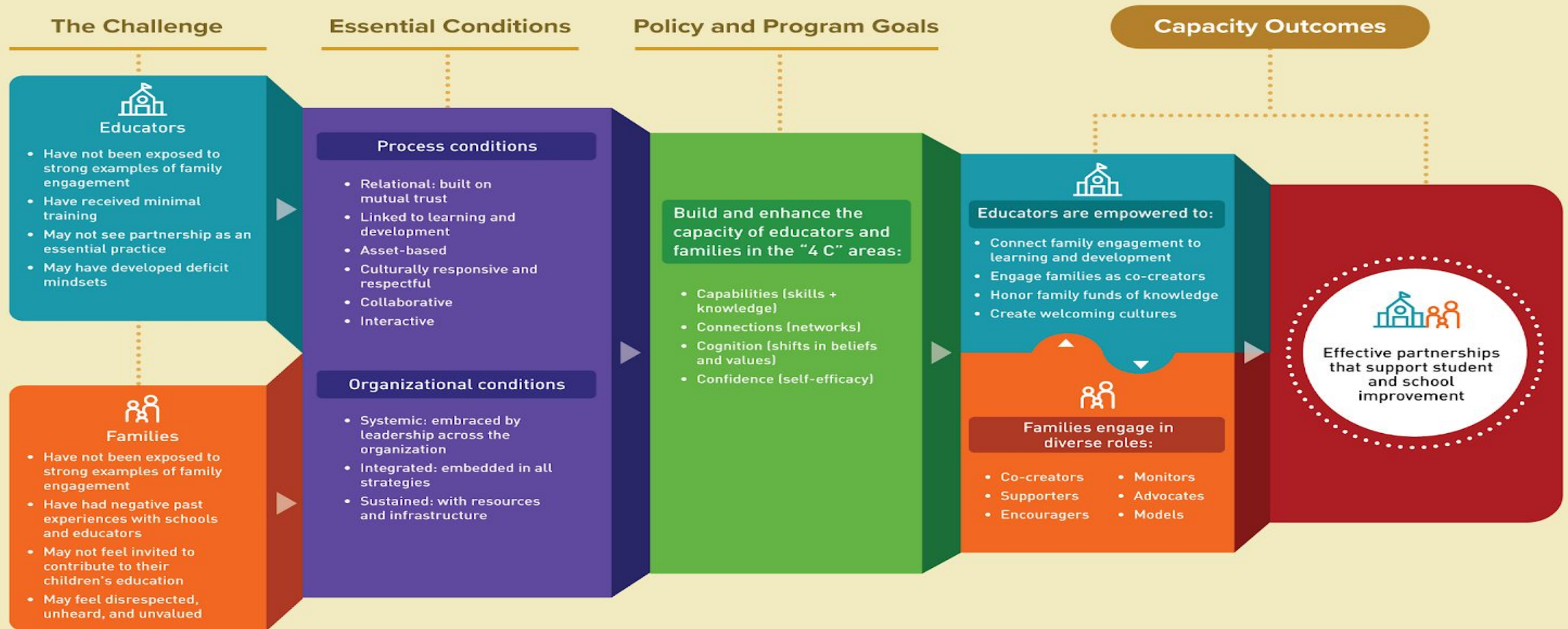


All these efforts lead to this...

**“Effective partnerships that support student and school improvement”**

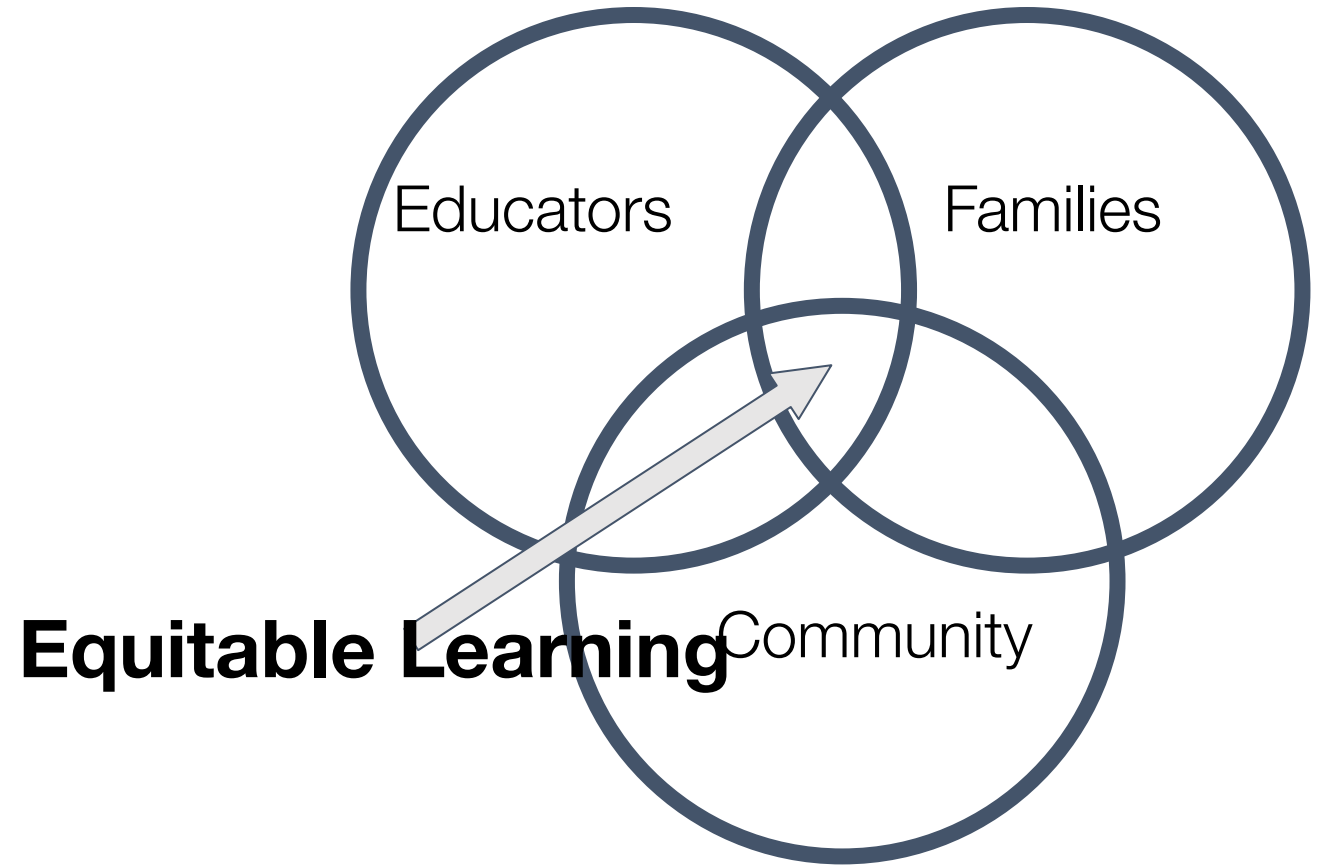


# The Dual Capacity-Building Framework for Family-School Partnership (Version 2)



# Triple Capacity?

## Family & Community Engagement Framework



**Turning inwards, what  
conditions should I promote  
in my classroom to support  
equitable family engagement?**



## Promoting Family Engagement in Your Classroom

Family and community engagement is often undertaken through a systemic approach – what can the school or district do to increase engagement? While powerful, these strategies can get lost or ignored when considered within the parameters of a single classroom. This tool is designed to help teachers understand a set of success criteria and associated practices, reflect on their personal capacity in these areas, and identify actions that could be undertaken—with or without additional support from the school or district.



Concept & Description	Sample Practices	Reflective Evaluation	Actions I Could Take
<b>Relational:</b> Teachers, students and caregivers establish trust and respect through genuine interactions. These relationships recognize the likelihood of a history of mistrust and hurtful personal experiences from historically marginalized educators, students, and families. Time is reserved to support building of relationships.		<ul style="list-style-type: none"><li>⇒ I recognize the importance of this</li><li>⇒ I am learning how to do this</li><li>⇒ I have multiple skills in this area</li><li>⇒ I have multiple skills and am comfortable using them</li></ul>	
<b>Culturally Responsive:</b> Learning materials recognize and promote the cultures of students and families. Engagement strategies employ culturally sensitive actions and behaviors that overtly value and accept different perspectives.		<ul style="list-style-type: none"><li>⇒ I recognize the importance of this</li><li>⇒ I am learning how to do this</li><li>⇒ I have multiple skills in this area</li><li>⇒ I have multiple skills and am comfortable using them</li></ul>	

# Independent Review

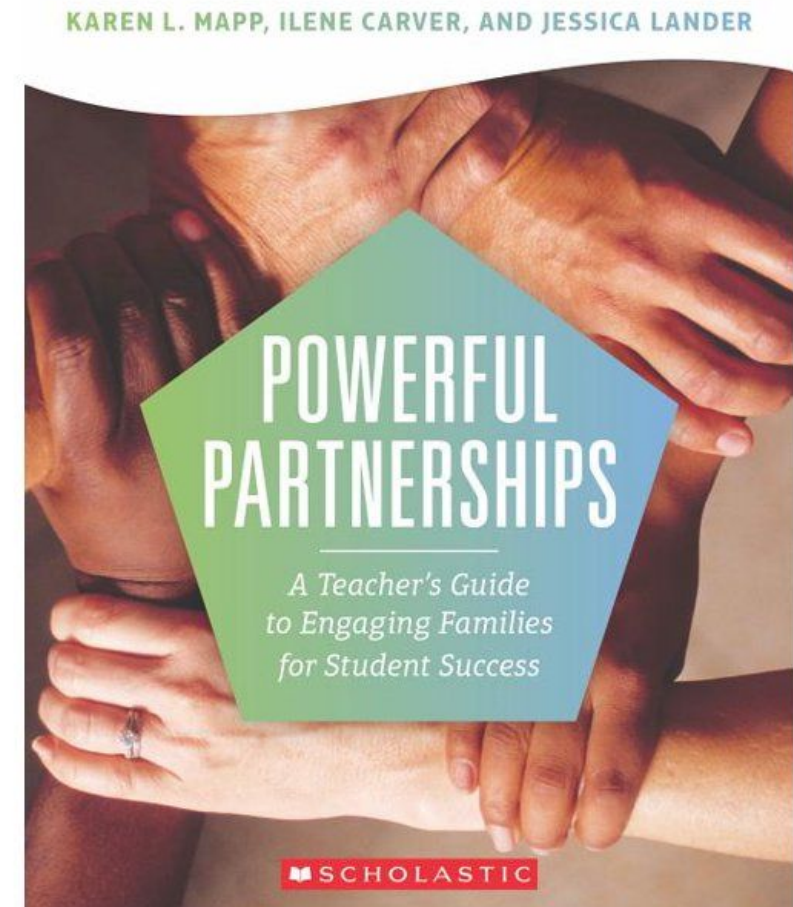
- ❑ What are you doing that demonstrates practices aligned with these concepts?
- ❑ Where would you place your understanding?
- ❑ What might you do next deepen your work?

# Breakout Groups



# Report Out and Questions







# AURORA INSTITUTE

## *Symposium*

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OCTOBER 24 – 26, 2022 | VIRTUAL

Thank you for joining us!

***Share Your Thoughts***

Participate in our one-minute poll (link in chat box)

