

SECOND ANNUAL

Ohio Family Engagement

— LEADERSHIP SUMMIT —



*CHARTING NEW
TERRITORIES*

in Family Engagement



**THE OHIO STATE
UNIVERSITY**

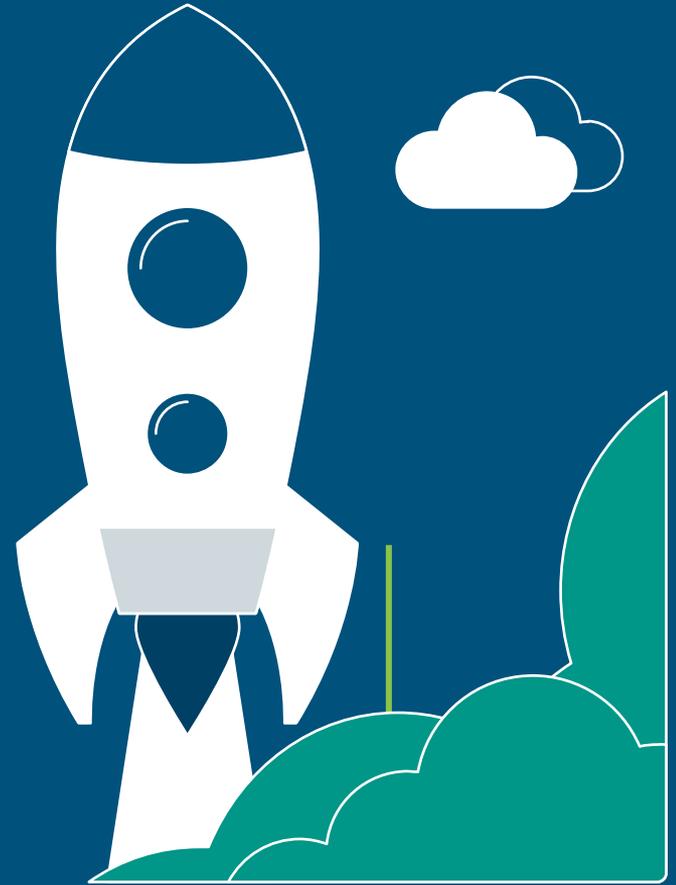
CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide
**Family
Engagement
Center**

— at The Ohio State University —

Family Engagement and Early Literacy



Leveraging Ohio's Rubric for School Teams



Welcome! 

Jen Griffing

State Support Team 9

Regional Early Literacy Specialist

Heidi Orvosh-Kamenski, Ph.D

State Support Team Region 7

Consultant



**Ohio
Family and
Community
Engagement
Network**



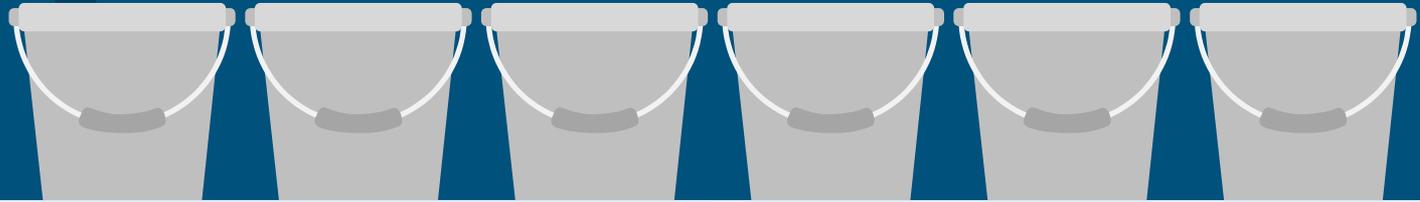
Session Objectives:

- Explore connections between Family Engagement and Early Literacy
- Locate and engage with resources to support evidence-based practices
- Plan a next step to nurture the relationship between family engagement and early literacy in your sphere of influence



Epstein's 6 Key Areas

Language & Literacy



Understanding Families

Communication

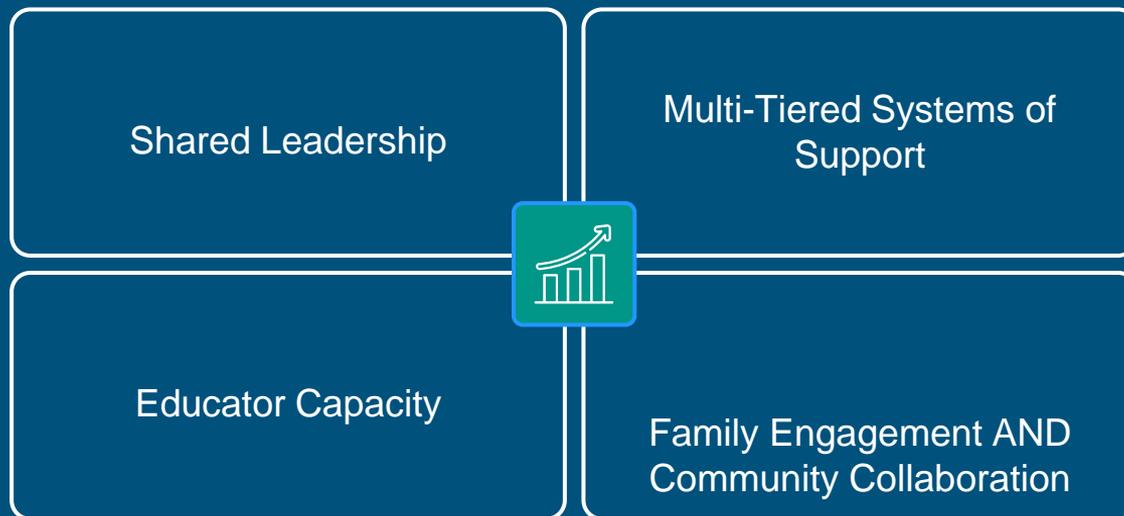
Volunteering

Learning at Home

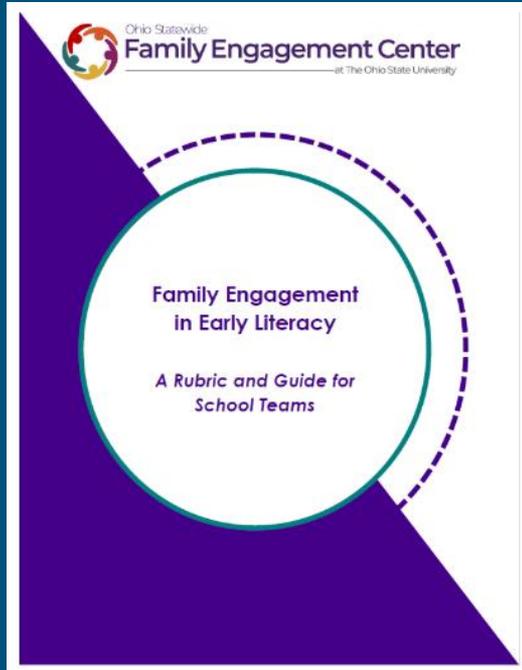
Decision-Making

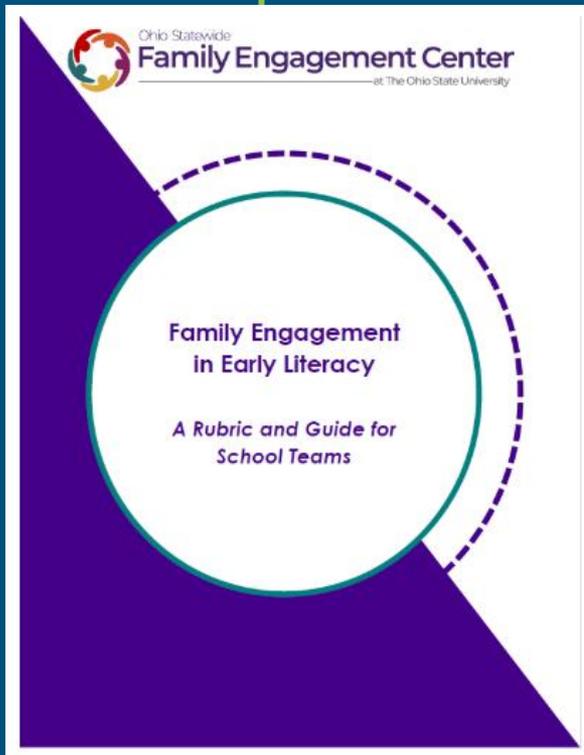
Community Collaboration

Ohio's Plan to Raise Literacy Achievement | January 2020



Family Engagement In Early Literacy Rubric





Family Engagement in Early Literacy Rubric

Communication

A Closer Look: Communication



There are multiple means for **two-way communication** with families at each grade level.

- Two or more times a year, teachers conference with families and share data about their child's progress in language and literacy (for example **RIMPs**).
- Families are provided with ideas beyond verbal and worksheet-based recommendations for how they can support their child at home.
- Families receive communication about interventions in family-friendly language.
- Families receive information regarding the **Big 5 Ideas of Reading**, writing, Ohio's Learning Standards, and how their child is progressing toward grade-level standards.
- Conferences are offered at different times and locations with a goal of 100% participation.
- Teachers encourage children to share reading and writing progress with their family.
- Building staff consult the results of the **Language Usage Survey** to find each family's preferred language. An interpreter is available for families as needed for conferences, and translation of written materials is provided in the home language.
- **School Wide Literacy Plan** is shared with families.
- Data is collected from families to monitor the successes and barriers of the two-way communication plan in their preferred home language and method of communication.

Communication	
Level 1	Families are invited to participate in two conferences per year to discuss their child's progress in language and literacy.
Level 2	The school provides all families of children who are " not on track " written notification of the student intervention plan and the opportunity to review and sign. The school shares information about grade-level literacy goals and about supports for language and literacy in the school and community. Communication is one way, school to home. There are multiple means for two-way communication with families at each grade level. <ul style="list-style-type: none">• Two or more times a year, teachers conference with families and share data about their child's progress in language and literacy (for example RIMPs).• Families are provided with ideas beyond verbal and worksheet-based recommendations for how they can support their child at home.• Families receive communication about interventions in family-friendly language.• Families receive information regarding the Big 5 Ideas of Reading, writing, Ohio's Learning Standards, and how their child is progressing toward grade-level standards.• Conferences are offered at different times and locations with a goal of 100% participation.• Teachers encourage children to share reading and writing progress with their family.• Building staff consult the results of the Language Usage Survey to find each family's preferred language. An interpreter is available for families as needed for conferences, and translation of written materials is provided in the home language. School Wide Literacy Plan is shared with families. Data is collected from families to monitor the successes and barriers of the two-way communication plan in their preferred home language and method of communication.
Level 3	There are multiple means for two-way communication with families at each grade level and building. <ul style="list-style-type: none">• All families consistently receive updates on their child's developing literacy skills. Ideas for how families can help their child at home are sent at least 4 times each year. These ideas relate to the Big 5 Ideas of Reading and writing with a summary of what their child is excelling at, and how the school is targeting skills with instructional interventions.• There is a written protocol describing how families can contact their child's teacher and building. All teachers coordinate to provide a similar level and methods of communication across subjects and grade-levels.• There is proactive protocol in place to offer interpreters, translation and services, and there is a written protocol describing how to request an interpreter or translation.• There is a consistent method of two-way communication in the building and communicated to all staff.• Families of children on RIMPs receive monthly updates.• The school ensures open lines of communication with all families and views them as experts on their child and requests feedback from families.• Multiple means for communicating with families are used and evaluated to ensure all families have access to information about their child's progress, resources available and how they can help their child in a format they can use.• The school persists in initiating two-way communication with families, even when families do not respond. Data is reviewed to remove barriers and proactively monitor/update the two-way communication plan.
Level 4	

Communication

You can improve!

Level 1

Families are invited to participate in two conferences per year to discuss their child's progress in language and literacy.

Level 2

The school provides all families of children who are "**not on track**" written notification of the student intervention plan and the opportunity to review and sign. The school shares information about grade-level literacy goals and about supports for language and literacy in the school and community. Communication is one way, school to home.

Level 3

There are multiple means for **two-way communication** with families at each grade level.

- Two or more times a year, teachers conference with families and share data about their child's progress in language and literacy (for example **RIMPs**).
- Families are provided with ideas beyond verbal and worksheet-based recommendations for how they can support their child at home.
- Families receive communication about interventions in family-friendly language.
- Families receive information regarding the **Big 5 Ideas of Reading**, writing, Ohio's Learning Standards, and how their child is progressing toward grade-level standards.
- Conferences are offered at different times and locations with a goal of 100% participation.
- Teachers encourage children to share reading and writing progress with their family.
- Building staff consult the results of the **Language Usage Survey** to find each family's preferred language. An interpreter is available for families as needed for conferences, and translation of written materials is provided in the home language.
- **School Wide Literacy Plan** is shared with families.
- Data is collected from families to monitor the successes and barriers of the two-way communication plan in their preferred home language and method of communication.

Level 4

There are multiple means for **two-way communication** with families at each grade level and building.

- All families consistently receive updates on their child's developing literacy skills. Ideas for how families can help their child at home are sent at least 4 times each year. These ideas relate to the **Big 5 Ideas of Reading** and writing with a summary of what their child is excelling at, and how the school is targeting skills with instructional interventions.
- There is a written protocol describing how families can contact their child's teacher and building. All teachers coordinate to provide a similar level and methods of communication across subjects and grade-levels.
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- The school ensures open lines of communication with all families and views them as experts on their child and requests feedback from families.
- Multiple means for communicating with families are used and evaluated to ensure all families have access to information about their child's progress, resources available and how they can help their child in a format they can use.
- The school persists in initiating **two-way communication** with families, even when families do not respond. Data is reviewed to remove barriers and proactively monitor/update the **two-way communication** plan.

How should we rate our efforts this year at communicating with our students' families?

What do we need to do to improve?

Consider the examples and resources on the following slides for improving communication with families.

Communication – *Example Practices*

For administrators to consider...

School staff at each grade level receive professional development on providing multiple means for two-way communication with families.

A school team with multiple family representatives helps the school to review and improve upon current communication protocols and practices so that all families are reached.

Establish written protocols for communication home to school and school to home for teacher(s) for building

For educators to consider...

Teachers communicate to families using a variety of methods how they can support literacy at home in their everyday interactions with their child (e.g., short, family friendly videos/materials).

Teachers use a variety of means of listening to families, gathering feedback about their child's educational experience and how they are experiencing learning at home.

Teachers communicate regularly with families about their child's progress at school and at home in early literacy in ways that families can access (notes, journals, surveys, emails, text messages, etc.).

Communicating about Early Literacy - *Links to professional learning resources*

[Sample End of Year Progress Letter](#)

(Word Doc)

[Short Video Tutorials for Families and Teachers about Using Google/Other Apps](#)

Low-Tech 2-way Communication Ideas

- Interactive Journals, notes home
- Home visits
- Face-to-face conversations/conferences
- Phone calls
- Text messages ([Talking Points](#))

Apps that Can Promote 2-way Communication

[Talking Points](#), [Class Dojo](#), [Remind](#), [Bloomz](#), [Seesaw](#)

[Ohio Family Engagement Center Resources for Communicating Well with Families](#)

Tools: Blogs, Podcasts, Videos, Social Media

Establish 2 way monthly communication and feedback updates for RIMP/Student Progress

Our Next Steps for: Communication

1. Click on this [link](#) to check out our full set of examples and resources for this key area.
2. Record your successes and opportunities for growth for this key area on page 9 of the rubric.
3. Once you and your team have reviewed the examples and resources, decide what your next steps will be, and record them on page 9.

Summary Page

Key Area	Successes	Opportunities for Growth
Understanding Families		
Communication		
Volunteering		
Learning at Home		
Decision-Making		
Community Collaboration		

Priority Area	Action Steps	Who is Responsible?

Plymouth Elementary Example!

CLSD Award Winner!



Meeting Recording:
https://zoom.us/rec/share/1MvaHLLJ_dzmqNFdift_Cedd4Wdn_AXS2lxAEptCecD8P9gPuIqyLhTM5vrvG40_xyzDuTS4QF5wKe

Facilitation:

- Send Rubric ahead of meeting
- Ask school to gather any local resources,
- Assign roles (time keeper, note taker, process observer, etc..),
- Voting protocol,
- Stakeholder invites

Companion Resources:

FEC website, *Ohio's Plan to Raise literacy Achievement*, R-TFI, FEC Rubric tour, Team and loom video.

Mock Team:

Curriculum Directors,
Title I, Teacher, CLSD
Grant Coach



Examples:

MTSS Letter: Communication

Acadience Communication to Families: Communication, Learning at Home

Family Literacy Kits: Learning at Home, Communication

STAR (Sit Together and Read): Learning at Home, Understanding Families, Communication

Community Partners: Foster Grandparents and Preservice Teachers: Understanding Families, Volunteering, Community Collaboration

After School Program/Paraprofessionals: Community Collaboration

Communication

Level 1

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Level 2

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- The school persists in initiating **two-way communication** with families, even when families do not respond. Data is reviewed to remove barriers and proactively monitor/update the **two-way communication** plan.

You can improve!

How should we rate our efforts this year at communicating with our students' families?

What do we need to do to improve?

Consider the examples and resources on the following slides for better communicating back and forth with families.

Communication – *Example Practices*

For administrators to consider...

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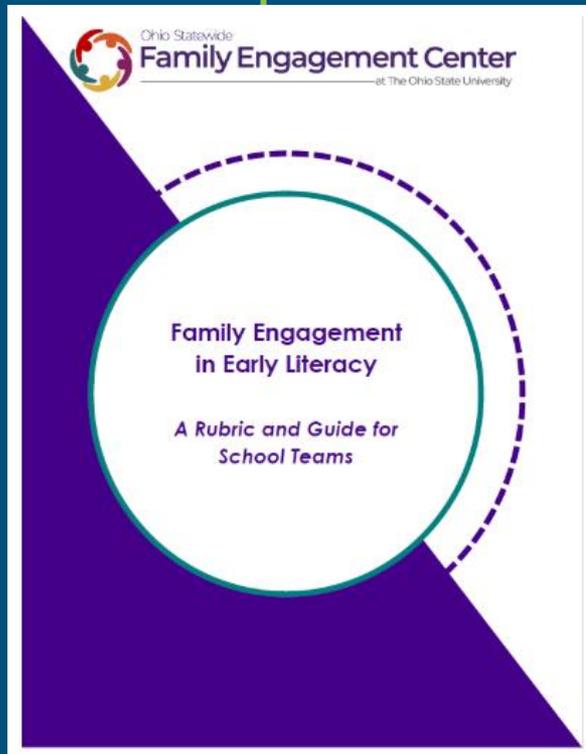
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Family Engagement in Early Literacy Rubric

— Learning at
Home

Learning at Home

Level 1

Language and literacy instruction is seen as the responsibility of the school. School personnel may not view the role of families as essential to supporting their children's language and literacy development.

Level 2

Families are provided with general information about how to support language and literacy at home. Families are expected to complete language and literacy activities at home as provided by the teacher. School's efforts to engage families in supporting literacy at home is limited to what is required by state and federal law/policy.

Level 3

School-wide, teachers send home information about grade level standards and expectations for language and literacy learning.

- Teachers help all families to understand how they can implement evidence-based practices and strategies, such as shared reading, for supporting individual student learning needs.
- Information about the importance of language and literacy development and **evidence-based strategies** for supporting language and literacy development at home is shared and modeled quarterly.
- Teachers share home literacy experiences that are engaging, meaningful and enjoyable and easily embedded in daily routines.
- The school requests feedback from families and children on the **evidence-based strategies** provided by the school for use at home, ensuring that they are engaging, meaningful, enjoyable, and aligned to classroom experiences and the child's skills.
- All families have physical access to resources, such as books, to help support language and literacy development in their home environment.
- When providing resources, **accessibility** as well as the families' language and literacy needs are considered.
- As children are identified as "**not on track**," teachers ensure that families understand their child's progress and learning goals for language and literacy.

Level 4

The school reaches out to the families of infants, toddlers, and preschoolers among their student population and the larger community to encourage language development and literacy at home.

- Families and teachers function as partners and work together to enhance children's learning.
- **Evidence-based strategies** provided to families to use in their home are sustained over time by families, teachers, and the school in general, encouraging and supporting what families do at home to build literacy learning.
- The school and community collaborate to provide targeted resources and training based on the language and literacy needs of families to build their capacity to support their child at home.
- All families are valued as essential partners in the development of early language and literacy and are included in every aspect of early literacy instruction within the school (data, policies, and programs).
- **Evidence-based strategies** in early language and literacy are modeled through multiple means and shared with families (face to face, on-line platforms, video, etc.) throughout the year and monitored and evaluated quarterly using multiple **feedback loops** and data sources.

How should we rate our efforts this year on supporting families with learning at home?

What do we need to do to improve?

Consider the examples and resources on the following slides for expanding learning at home opportunities to support literacy.

Learning at Home – *Example Practices*

For administrators to consider...

School staff at each grade level receive professional development on creating and encouraging learning at home experiences.

A school team with family input improves upon current school practices so that all families have meaningful and accessible opportunities to support their child's language and literacy growth at home.

For educators to consider...

Teachers provide training to families using a variety of methods on how they can support literacy practices at home (demonstrations, workshops, events) and families are considered partners in learning.

Teachers communicate grade level standards, expectations and recognize families for their learning at home activities.

Teachers provide multiple ways to access the information and families are provided training in the tools and resources to be used at home.

Learning at Home - *Links to professional learning resources*

[Teacher's Guide to Supporting Family Engagement in Reading](#)

(Interactive Web Guide)

[Research-Based Ways Families Promote Early Literacy](#)

(Infographic)

[National Center on Improving Literacy](#)
(Online Training for Teachers and Families)

[Family Guide to At-Home Learning](#)
(PDF)

[Virtual Letter Tiles for Families](#)
(Website)

[Reading Tips for Families](#)
(Website)

[Day by Day Literacy Calendar of Activities for Families](#)
(Website)

[Low-Tech Literacy Homework Promoting Family Conversations](#)
(Free Example Worksheets)

Our Next Steps for: Learning at Home

1. Click on this [link](#) to check out our full set of examples and resources for this key area.
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Review Summary Page and Prioritize



Summary Page

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“

“Coaching done well may be the most effective intervention designed for human performance.”

—Atul Gawande



Facilitation Scaffolds: District Level Connections

One Needs Assessment (ONA):

- Improvement Area: Family Engagement and Community Collaboration
- Focus on adult actions to support closing gaps in literacy

Multi-Tiered Systems of Support (MTSS)/Local Literacy Plans:

- How do we ensure inclusion, voice and engagement of all stakeholders? What accessibility do we now have to improve the system of support for all students and adults?
- How will consistent systems across the district impact transiency (teachers, students and families)?
- Are our supports designed around skill or grade level?

Facilitation Scaffolds: District Level Connections

Equity:

- What might this process look like with family representation from each quadrant of the district?
- Are we ensuring equitable supports for families and community partnerships across the district?

Ohio's Plan to Raise Literacy Achievement: Family Engagement and Community Collaboration are two of the Theories of Action ([Appendix B](#))

- **IF** the Ohio Department of Education (or the SST, ESC, district, building, classroom) promotes continuous family engagement and family partnerships to support language and literacy development, **THEN** families will be better equipped, more engaged partners in their children's language and literacy development.
- **IF** the Ohio Department of Education (or the SST, ESC, district, building, classroom) coordinates local community partnerships among agencies providing services to learners to support language and literacy development, **THEN** more learners will experience language-rich, literacy-based opportunities outside school.

Facilitation Scaffolds: Building Level Connections

Shared Leadership:

Data Points:

- BLT 5-Step Process (Building and Grade Level Curriculum Based Measure Data)
- TBT 5-Step Process (Grade Level and Classroom Curriculum Based Measure Data)

School-Wide Reading Plan:

Data Points:

- Reading-Tiered Fidelity Inventory (Items 1.27, 2.6, 3.7)
- Curriculum Based Measure Data (Example: Acadience)

Partnerships for Literacy:

Data Points:

- Family and Community Engagement for Early Literacy Inventory (Priority Areas: Communication, Learning at Home, Community Partners)
- Curriculum Based Measure Data (Approach skill needs through the priority area of focus)

Community Conversation

Based on our time together today, what next step will you take to nurture the relationship between family engagement and early literacy?



Special thanks to our workgroup

This guide was created by The Ohio Family and Community Engagement Network, led by the Ohio Statewide Family Engagement Center.

Please cite as:

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THANK YOU FOR WATCHING!

OhioFamiliesEngage.osu.edu



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**Family
Engagement
Center**

—at The Ohio State University—



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OhioSFEC@osu.edu



@OhioEngage



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