



Ohio Statewide

Family Engagement Center

Professional Learning — at The Ohio State University



Engaging Families in Child and Adolescent Literacy Development

Dr. Meredith Wellman

Dr. Barbara Boone

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Presenters



Dr. Barbara Boone
Director



Dr. Meredith Wellman
Program Manager



Ohio Statewide

Family Engagement Center

—at The Ohio State University

Learning Objectives

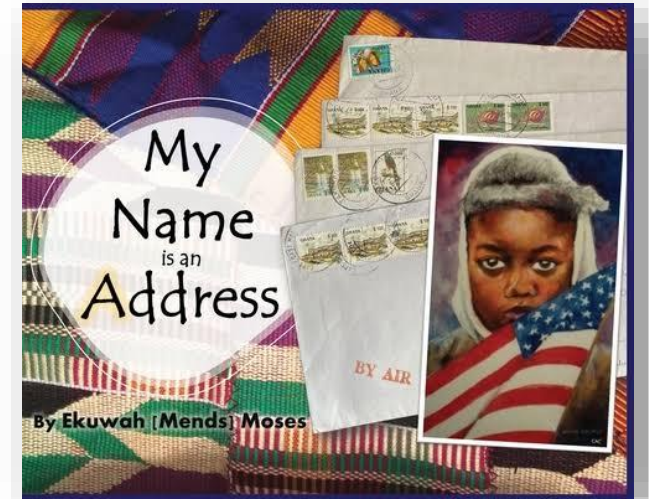
- I can describe research-based strategies for engaging families in support of language and literacy development, from preschool through adolescence.
- I can access resources to use with families and schools to build stronger partnerships for literacy, including new resources related to dyslexia and adolescent literacy.
- I can troubleshoot common problems of practice for schools engaging families in their literacy work.
- I can connect with other professionals to advance family engagement in literacy.



Networking Groups Kickoff

Who is
who?

- Your Name, Org, Role
- Your personal learning goal
- Pick any letter in the alphabet,
and say a word starting with that letter
that relates to your family/history (like H – for hiking, or R – for
rhubarb).



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Sources of Content

High School Family Engagement in Literacy

- A list of examples for teachers and administrators for planning -

Notes: These are "Tier 1" examples – in other words, they are examples that would apply to ALL/MOST students and their families based on core Tier I instructional goals. Share with families at the beginning of the school year that you plan to engage with them in these ways, so they know what to expect. Then, establish a regular pattern of communication (weekly, biweekly, monthly). Build relationships with families by listening well, emphasizing the connection of their engagement to their student's academic success, following up with requests in a timely way, and offering developmentally-appropriate information that is easy to understand.

Examples of Family Engagement in High School Content-Specific Vocabulary Development

Vocabulary

1. Share information with families about how you plan to build their adolescent's vocab And/Or, provide opportunities for students to practice telling a family member about I and talk to a classmate to practice, for example).
2. Honor the role of families. Share how awesomely important their everyday conversa as a family are to their adolescent's vocabulary development and mental health.
 - a. Provide a specific resource to families about high-use words in academic set <https://ohiofamiliesengage.osu.edu/2022/12/06/supporting-your-adolescents-commonly-used-academic-words/>
 - b. Consider providing upcoming content-specific vocabulary to families (tangent some conversation starters they can use at home about how the content con
3. Provide a forum for families to ask questions about vocabulary development or other Listen to parent/caregiver questions and concerns, and provide examples and resou questions. If you don't know the answer, start with "I'm glad you asked - I would like other teacher/think about the best answer/check the upcoming curriculum/check not [call/email/text] you tomorrow?"

Examples of Family Engagement in the Development of Writing Skills

Writing Skills

1. Share information with families about the writing/typing skills their adolescent will be
2. Listen to parent/caregiver questions and concerns about their student's writing/typing examples and resources to address their questions.
 - a. If applicable, provide families with a free resource to help their student impro write, such as: <https://www.typingclub.com/>
3. Honor the role of families. Share how important their regular writing practice is, and I incorporated into daily home activities.
 - a. Provide a specific resource about writing at home. For example: <https://www.colorcolorado.org/article/tips-parents-struggling-adolescent-wri> resource like this one into smaller pieces, such as a "home writing idea of the



For more resources supporting strong family-school partners
ohiofamiliesengage.osu.edu.



Partnering with Families for the Middle School Transition

Research-based Strategies for Middle-Level Educators

Developed by the Ohio Statewide Family Engagement Center
Hadley F. Bachman, Eric M. Anderman, Brett Zyromski, and Barbara J. Boone



Partnering with Families for Early Language and Literacy

Research-based Strategies for Early Childhood Educators

Developed by the Ohio Statewide Family Engagement Center
Barbara J. Boone, Patrick D. Cunningham, Hadley F. Bachman, and Meredith E. Wellman

Partnering with Families to Support Mental Health

Research-based Strategies for Educators

Developed by the Ohio Statewide Family Engagement Center
Patrick D. Cunningham, Brett Zyromski, Meredith Wellman, and Barbara J. Boone



Partnerships for Literacy

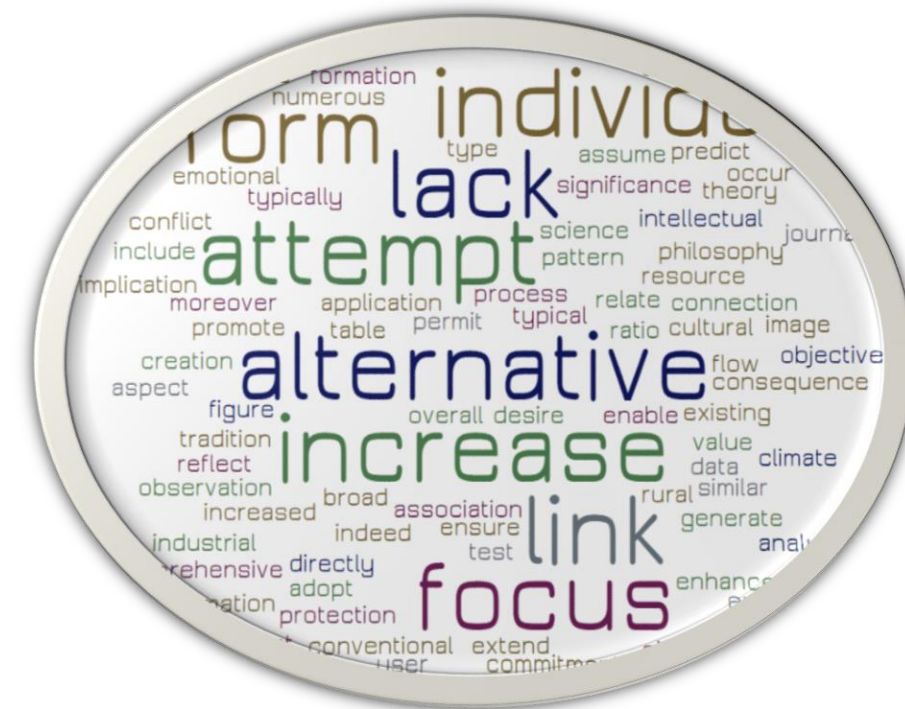
ELEMENTARY SCHOOL Implementation Guide



High School Family Engagement in Literacy

Vocabulary-building Family Engagement Strategies

- Provide upcoming content-specific vocabulary to families (tangent, hypotenuse, etc.)
 - Include conversation starters they can use at home about how the content connects to future careers.
 - Easy – each teacher picks 1 word to share that relates to their upcoming unit.
 - Students need service hours? Ask for their help gathering and formatting teacher examples to share out with families.
- Provide a specific resource to families →
- Invite families or students to share an example of unique words they know because of a family hobby, career, or tradition.



Specific Resource: [High-use words in academic settings](#)



Engaging Families in HS Student Writing Development

Examples of what teachers could share with families

Before Writing:

- Help your teen learn to draw from their own experiences
- During free time (weekends, holidays, while in waiting rooms), encourage your teen to write for different audiences (a silly story for a younger sister, or recommend they make a "top ten" list to cheer up a sick friend/neighbor.)

After Writing:

- Give your teen a special place to keep their writing.
- Read your teen's work. Give your teen lots of positive feedback. Ask your teen to explain sections that you don't understand.
- Encourage your teen to read their school writing out loud – make it part of family time.
- Help your teen understand the value of the *process* of writing, revising, and getting feedback. Relate it to future careers.

Source: [Colorin Colorado](#) article



Teachers Can Give Fuel for Family Bonding

“Trevor is excellent at relating stories to his own life. I admire that about him.”

Praise specific to literacy

“Joy and Kara studied together from their biology textbook during homeroom today. Joy was quizzing Kara on the Krebs Cycle, and they were making flash cards with words like glycolysis. I love watching them work hard together.”

Literacy, and also provides info about social development and friendships families can nurture.



Discuss (Small Groups)

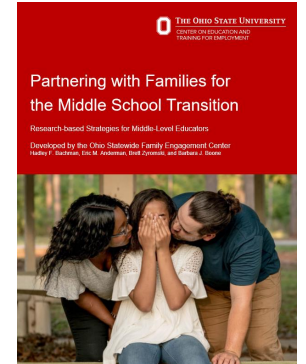
- What is one key takeaway for you?
- Who might want to know about these strategies?
- What/who is within your own sphere of influence?
- Other ways you have seen teachers connecting student learning goals to homework/home learning

Common Family Engagement “Barriers” Specific to Middle and High School

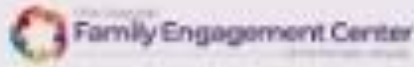


- What is the role of the family?
- Perception that students should be more independent and own their learning
- Many teachers – whose responsibility is it to form relationships with families?

Family Engagement Strategies Educator can use During the Middle School Transition



1. Promote awareness of the changing developmental needs of early adolescents.
2. Provide families with information about how to navigate the middle school context.
3. Emphasize a growth mindset in the classroom, and provide families with ideas for how to encourage a growth mindset at home.
4. Provide actionable and specific improvement messages to help families support their early adolescent.
5. Encourage families to approach homework with positivity.



Video

Strategies for schools to support family engagement in adolescent literacy development

6. Partner with families to provide age-appropriate and supportive routines and structures.
7. Collaborate to create a sense of belonging at school and at home.
8. Communicate and model confidence in the early adolescent's abilities.
9. Value home-based involvement as the most impactful and developmentally appropriate form of family engagement.

Transitioning Mindsets During the Middle School Transition

Tips for Families

Launching Your Middle Schooler to Success

- I have confidence in you.**
Support your middle schooler's growing independence.
 - Let your middle schooler have a say in family decisions.
 - Middle schoolers have opinions! Be open to listening to them.
 - Middle schoolers need rules, but they also have enough experience to help set them.
- You stuck with it and your improvement shows.**
Encourage a growth mindset.
 - Has your middle schooler worked hard on a school assignment? Value effort over results.
 - Treat mistakes as an opportunity for learning. If everything is easy, there is no growth.
 - Encourage your middle schooler to solve problems on their own.
- Let's make a plan for how to get this done.**
Teach your middle schooler how to be a strong student.
 - Education is real world. Connect schoolwork to current events and future goals.
 - Talk about learning/study strategies like breaking up tasks and time management.
 - What about the Backpack Black Hole? Check in with your middle schooler on missing work.
 - Everyone needs help sometimes. Tell your middle schooler it's okay to speak up.
- I'm on your team!**
Stay positive during homework time.
 - Homework can be tough on everyone after a long day. Keep the mood fun and loving.
 - Show that you care. Listen for the root of the problem and help them focus on solutions.
 - Don't wait until frustration is at a 10! Talk about how to calm down when things get tough.
- What was the best part of your day?**
Be aware without being too nosy.
 - Ask for information about activities and unstructured time.
 - Show your middle schooler that they can trust you. You'll be more likely to be kept in the loop.
 - Bad news? When your middle schooler opens up to you, try not to react negatively.
- What's a fair amount of time to be on your phone?**
Build structure together.
 - Rules...middle schoolers still need them. The best rules are easy to understand and consistent.
 - Rules will sometimes be broken. Work together to create consequences that make sense.
 - What's the point? Talk about why the rules are important for your middle schooler.
- I'm here for you anytime you need me.**
Provide emotional support.
 - Be available in times of distress to give security and comfort.
 - Be a cheerleader. Tell your middle schooler how great they are!
 - It's okay to be a little nosy. (Middle schoolers secretly like it.)
 - Your middle schooler is growing up fast! Notice and celebrate all the changes.

Learn more at ohiofamiliesengage.osu.edu

Ohio State University
Family Engagement Center
MIDDLE GROUND



Break





Early Childhood/Elementary Family Engagement in Literacy



Two-way Communication about the process of learning to read with families

- In the Fall – schools should share their general process for teaching and assessing reading and writing. ([Example](#) letter by Jen Griffing) Invite questions.
- Invite family examples: favorite songs, favorite books – tell families these will help teachers bond with their child and family.
- Re-affirm each family's unique literacy supports. (Family Literacy [Examples](#))

Early Literacy:

What skills are needed to learn to read?



There are Five Big Components of Reading

1. **Phonemic awareness**
Young children don't hear the sounds within words. They hear "dog," but not the "duh"- "aw"- "guh." To become readers, they have to learn to hear these sounds.
2. **Phonics**
Part of learning to read involves knowing the names of letters and the sounds they make. For example, this is the letter A. It makes lots of different sounds, like the "ay" and "ah."
3. **Fluency**
An important reading skill for children is to read like they speak in everyday conversations.
4. **Vocabulary**
Part of learning to read is knowing all the words to say what you want to say!
5. **Comprehension**
It's really important, when kids are learning to read, for them to understand how words work together to tell a story or explain something.

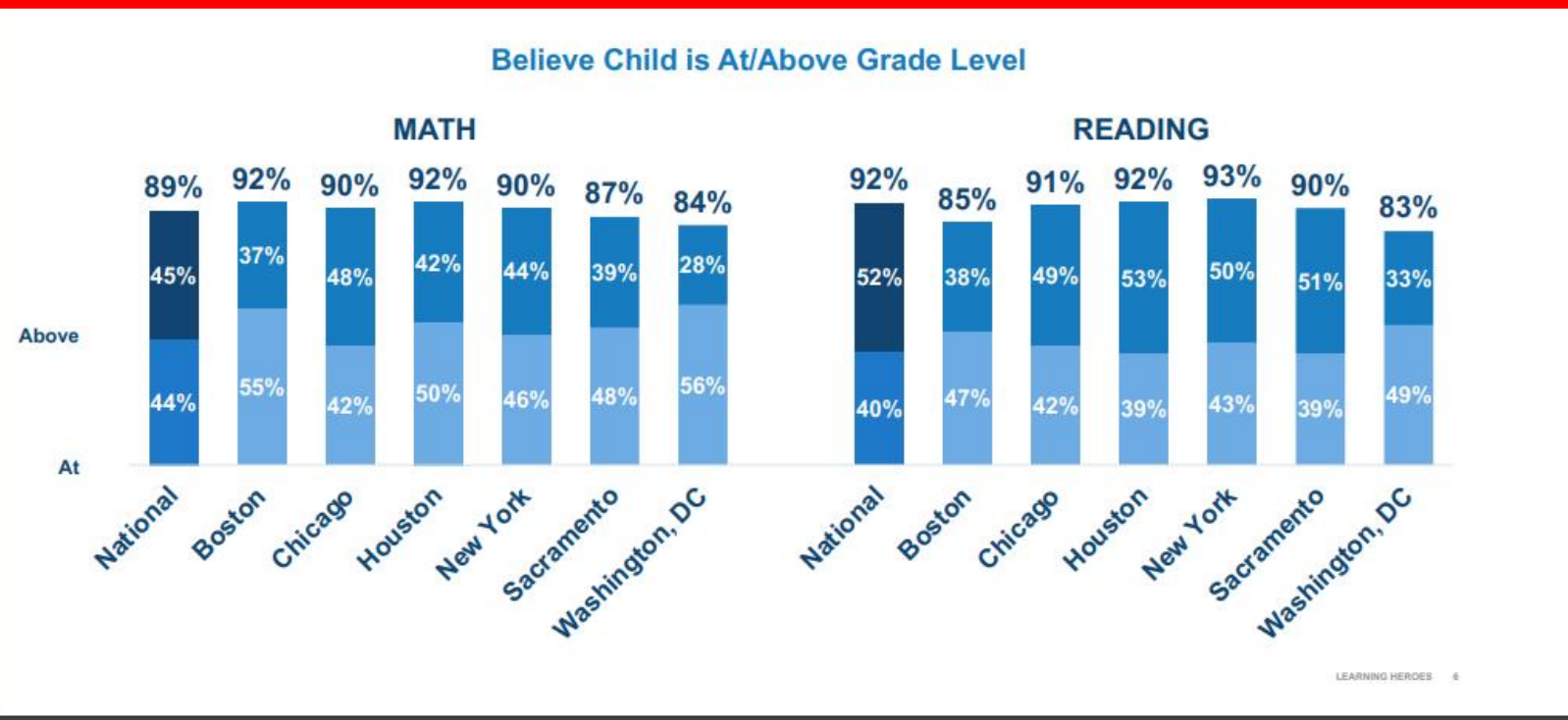
[Example Handout](#) about
Reading Development



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Learning Heroes Data ([Link](#))

About nine-in-ten parents believe their child is at or above grade level in math and/or reading

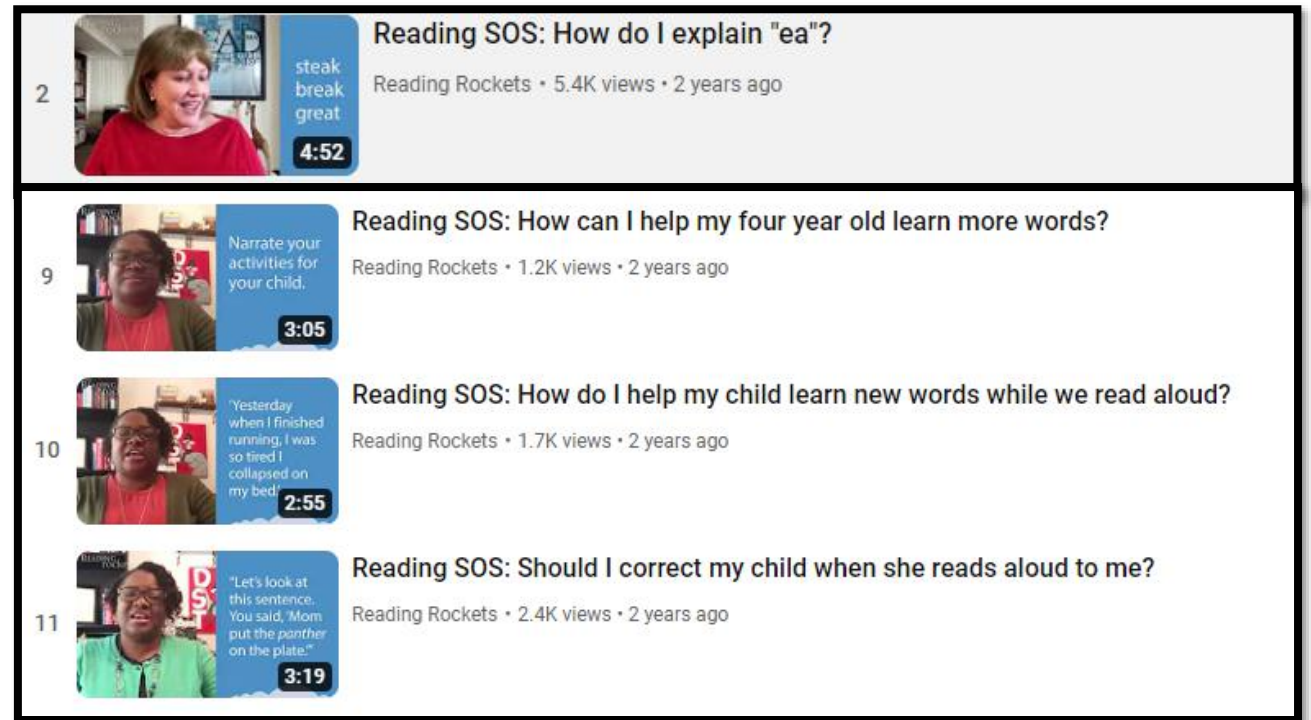


Sharing Progress & Home Learning Examples

- Encourage schools to share clearly with families their child's progress in **specific areas** of literacy development (How often? Beginning, Middle of Year).
- [Guidance](#) for talking about reading improvement and monitoring with families
- Considerations for sharing progress:
 - Share child-specific assessment results in advance, use time for family questions and modeling strategies.
 - Consider a combination of individual and [group conferences](#).
 - Offer handouts or videos that address their specific questions (see next slide).
- Quick demonstrations ("This week at school, I'm teaching them _____. Here is a game that goes with this skill.").
 - Follow up: Invite feedback on suggested activities.
- Give families some talking points to use at home – to support **high expectations** for learning.

Videos Addressing Family Concerns and Specific Skill development

- [Reading Rockets Playlist](#)
- [IES – REL Southeast Playlist](#)



Teachers Can Give Fuel for Family Bonding

“Laila is getting so good at sounding out her words. Today she said _____. That is something to celebrate!”

Praise specific to literacy

“Kendrick helped Jameson today with asking good questions about the story we were reading. It was so cute watching them together. I think they could be good friends.”

Literacy, and also provides info about social development and friendships families can nurture.




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When and Where


- Shifting away from just events
- Add a question on school registration forms
- 1 question in a newsletter they can respond to in the school messaging app
- During conferences
- Pick up/drop off conversations
- In a family resource center (at school or other community locations)
- Partner with early childhood centers (feeder schools) to share about [everyday literacy-building activities](#)
- Partner with local pediatricians to share early literacy family engagement resources in post-visit notes (like free [Digital Books](#) or [Read-Aloud Video Books](#))

Dyslexia Communication Tools

[Link](#)

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Dyslexia Resource Guide for Ohio Families

 As many as 1 in 5 people have dyslexia.

What is dyslexia?

Dyslexia is one of the most common unexpected trouble learning to read. Children with dyslexia can learn to read the first to notice children having difficulty. Potential signs that a child may have dyslexia does not necessarily mean you have concerns.

What are signs that my child has dyslexia?

Preschool

- Delay in learning to talk
- Pronouncing words can be a challenge ("pusgetti" for "spaghetti")
- Persistent "baby talk"

K-2nd Grade

- Doesn't associate letter or letter sounds
- Sounding out simple words like nap is a challenge
- A history of reading problems with siblings


3rd-5th Grade

- Often guessing words because they sound them out
- Better at answering questions than reading aloud

6th-12th grade

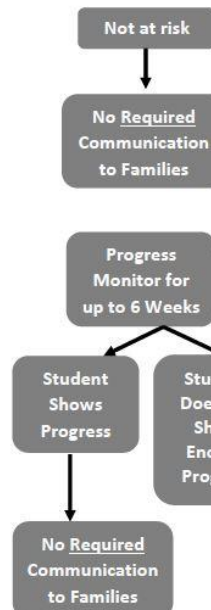
- Reads slowly and becomes frustrated doesn't like to read
- Often skips over small words in part of longer words when reading


September 2022

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Legally Required Communications with Families about Dyslexia & Screenings

A Decision Tree for Schools



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What is structured literacy?

Structured literacy is a way to teach students to read.


What does it look like or sound like?


Structured literacy follows a specific order to teach reading, from simple to more complex skills, based on how we know people's brains work. It is also very direct. Teachers focus on the exact skills that students need to know to go from speech to printed words. Structured literacy is hands-on learning with lots of practice, review, and correction of errors as students learn their new skills. Structured literacy teaching can begin in early childhood and continue through high school. Listening, speaking, reading, and writing are paired with one another to teach reading skills.

It looks like:

- Teaching letter names and sounds,
- Sounding out letters and how they blend together into words,
- Building words with letter tiles and other objects,
- Tapping or clapping out sounds and syllables in words,
- Using a word mapping chart to show students how each separate sound in a word is made up of one or more letters,
- Making sentences with words on cards, and
- Color-coding sentences in paragraphs.

Using this approach, we do not ask students to "guess" or use "context clues" in a book to teach them how to read words.

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 Ohio
Department of Education

Sample Parent/Caregiver Letters Schools Can Send to Share with Families about Tier II Dyslexia Screener Results (and if dyslexia signs are identified, next steps)

Details about this Sample Letters

To support their child's learning, families need clear, specific, and understandable information about what their child is learning at home. The following letter examples for schools to adapt and use should work with staff and families and understandable messaging. Reading Improvement and Monitoring.

In accordance with Ohio Law, the letter must include:

- a clear explanation of score communication, whether it is a pass or fail
- information about dyslexia having signs of dyslexia or not
- a jargon-free definition of dyslexia
- a description of the specific child needs based on the screening results
- how, and how frequently to progress with the family,
- ideas for what the family can do
- if the letter is serving as the policy.

This sample letter was written by Ohio State University in collaboration with parents/caregivers of children with dyslexia. For sample letter, questions, or your contact OhioSFEC@osu.edu

Dear Teacher,

I have noticed that my child, _____, is having trouble in school with learning (to read, to do math work, other). I have noticed the following signs: _____. Given these warning signs, I would like my child to be screened for Dyslexia as soon as possible.

Please give me a call so that we can discuss next steps for the screening, and talk about other steps that can be taken to get my child more support in the classroom for learning.

Thank you,

Parent/Caregiver Name

Date

Problem of Practice: Teacher Overload

An elementary school leader you are working with is currently receiving funding to pilot new literacy strategies. Her staff are receiving PD, she worked with her district to select some new curriculum and assessment materials, and now she is working on some peer coaching processes for her staff. She seems genuinely supportive of family engagement in early literacy, but is struggling to come up with where to go with it next. The school is currently engaging families through a small number of family events. Staff sometimes complain about events piling on one more thing to their already full plates. About 1/3 of families come to events/conferences. She is decently happy with that and doesn't really see the importance of adding anything new, but knows it is part of teacher evaluation and the district leader has told her that it is a priority.

Problem of Practice: Dyslexia

A district you are working with is wondering when is the best time to share Tier I dyslexia screening results with families. They use the same K screening at the beginning, middle, and end of the year. They use a 1st grade level screener at the beginning of 1st grade.

They worry that sharing screening results during Kindergarten will worry families needlessly, if families see that their child has signs of dyslexia.

What are some ways you could encourage this district to share more information sooner vs. waiting later to share screening results with families?

Upcoming

- Fall 2023 Foundations of Family Engagement Course
- Encourage teachers to register
- Free, blended course, 60 contact hours (equiv. to 6 CEUs)



Foundations of Family Engagement

**Registration is open now until August 28, 2023.
Course begins August 30, 2023.**

Foundations of Family Engagement is a course for early career teachers, counselors, and other school-based staff to build your knowledge and skills for effective family engagement. The course will be delivered in 3 learning blocks through a flipped instructional model. For each block, you will first individually complete an online module to build your background knowledge related to family engagement. Then, you will join a synchronous online workshop session to apply knowledge to your professional context. The process will repeat for the next two learning blocks.

[Download Flyer](#)[Register](#)

Register Today!

[https://go.osu.edu/
summit23](https://go.osu.edu/summit23)

FOURTH ANNUAL

The graphic features a central purple circle with the text "Setting the Table Together: JOY and POWER in PARTNERSHIPS". To the left of the circle are two forks and to the right are a knife and a spoon, all in a light blue color. The background has a subtle diamond pattern. A small grey banner with the word "virtual" is on the left. The top right corner says "FOURTH ANNUAL". The bottom right corner contains the Ohio State University logo and text.

Ohio Family Engagement
— LEADERSHIP SUMMIT —

virtual

Setting the Table Together:
JOY and
POWER in
PARTNERSHIPS

— Please join us —
**SEPTEMBER 22,
2023**
Hosted by the Ohio Statewide
Family Engagement Center

 **THE OHIO STATE UNIVERSITY**
CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT





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 **Professional Learning**



**Ohio Statewide Family
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OhioSFEC@osu.edu



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Funding Disclaimer

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U.S. Department of Education

You Might Like to Know...



22 Partnership Schools Coaches in Ohio

Amy Luttrell

Candace Muetzel

Carolynn Head

Eric Neal

Heather Wolfe

Jennifer Jones

Josh Preece

Kayley Andrews

Kim Moritz

Krista Allison

Linda Gibson-Fletcher

Marci Shepard

Megan Horstmeier

Michelle Smith

Missy Marsh

Patti Porto

Sarah McClusky

Steve Short

Susan Koulianos

Susan Larson

Tami Cruz

Tricia McCollum

[Learn More](#) about how Ohio is using this evidence-based approach from Johns Hopkins



Example Page from a Partnership Schools Action Plan

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G-GOALS)

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community engagement activities to implement, types of involvement, dates, responsibilities, and needed resources.

School: [REDACTED]	School Year: 2020-2021					
GOAL 1-ACADEMIC: Select ONE curricular goal for students from the School Improvement Plan, such as improving reading, math, writing, science, or other skills. Write a clear, specific, measurable (SMART) academic goal. <i>By the end of 2020-2021 school year, [REDACTED] see a 20% increase of students who achieve proficient (80% or higher) on ELA curricular assessments.</i>						
Goal 1 Chair or Co-Chairs from ATP						
Desired Result(s) this year for THIS Goal: <i>20% increase of students who achieve proficient (80% or higher) on ELA curricular assessments.</i>	How will the School Measure the Result(s)? <i>Goal-Setting Assessment Worksheet</i>					
FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL						
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
Progress Checks communicated to parents bi-weekly	2. Communication	Bi-Weekly	K-5	Teachers will need to communicate via Seesaw, Dojo, Infinite Campus Parent Portal, or email.		
Communication that opens a unit of instruction sent to families (including high priority learning skills, resources to support home, etc.)	4. Learning at Home	At the beginning of each unit of instruction	K-5	Grade level teams will create a resource to share with families. This resource will highlight learning targets and at-home learning resources that can be used.		

18 Partnerships for Literacy Coaches in Ohio

Jackie Jacoby

Tamie Cruz

Josh Preece

Patti Porto

Krista Dickens

Teresa Furniss

Denise Malkovits

Margo Shipp

Heidi Kerchenski

Jen Griffing

Delores Pugh

Juakita Bowens

Melanie Peloquin

Susan Larson

Megan Horstmeier

Amy Luttrell

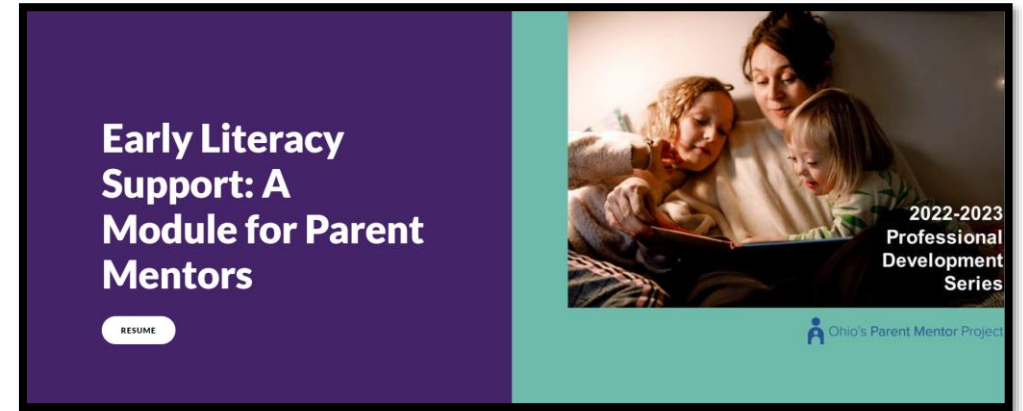
Missy Marsh

Heather Wolfe

[Download the Implementation Guide](#)



Other Professional Learning Resources



- [Parent Mentor Early Literacy Module](#) (short self-paced, no registration)
- [Partnering with Families for Early Literacy Online Course for Teachers](#) (longer, self-paced, registration required)
- **Coming soon:** Online Course to become a Partnerships for Literacy Coach



Partnering with Families to Support Early Literacy

Now Enrolling!

Partnering with Families to Support Early Literacy is a self-paced, online course for teachers from grades Pre-K through 3rd grade to build your knowledge and skills for enhancing literacy instruction through family engagement. This course is Ohio Approved through OCCRRRA to meet Step Up to Quality requirements. The course is divided into three modules: Partnering with Families, Home-based Practices to Support Early Literacy, and Communicating with Families about Early Literacy. To maximize the learning experience, we encourage teachers to take the course at the same time as their colleagues. This will provide for discussion and application as a team. You may also participate in the course on your own, and individually commit to reflecting, sharing, and practicing the concepts presented in the course.

[Download Flyer](#) [Register](#)

Summary: Our Center's Offerings

- Online courses for engaging families in literacy (Foundational, Specific)
- System-level approaches (NNPS, P4L)
- Providing specific feedback
- Coaching the coaches
- Links to National, State, and Local:
 - [Resources](#), Tips, School Examples, Templates
- Don't see something you need? Just ask! OhioSFEC@osu.edu

Consider

- What is one new resource you learned about in this presentation?
- What is a coaching question that relates to the new resource you learned about?
- What upcoming opportunity do you have (or could you schedule) to share about family engagement in literacy?