

WELCOME!

This event will start shortly. In the meantime,
visit us at OhioFamiliesEngage.osu.edu

Setting the Table Together:

JOY and
POWER in
PARTNERSHIPS

SEPTEMBER 22,
2023

Hosted by the Ohio Statewide
Family Engagement Center



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

Students at the Center: Empowering Adolescents' Voice and Role in Family-School Partnership



THE OHIO STATE
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Ohio Statewide
Family
Engagement
Center

at The Ohio State University

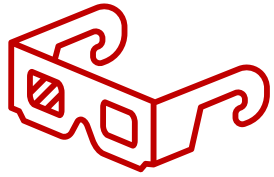


Welcome!

Today's Objectives

- ✓ I can identify some ways students play a role in family-school partnerships from research.
- ✓ I can describe a few reasons why considering the role a student plays between home and school is important.
- ✓ I can identify professional and school practices to improve student confidence in home-school interactions.





Breaking the Ice: A different point-of-view



Scan the QR Code

-or-

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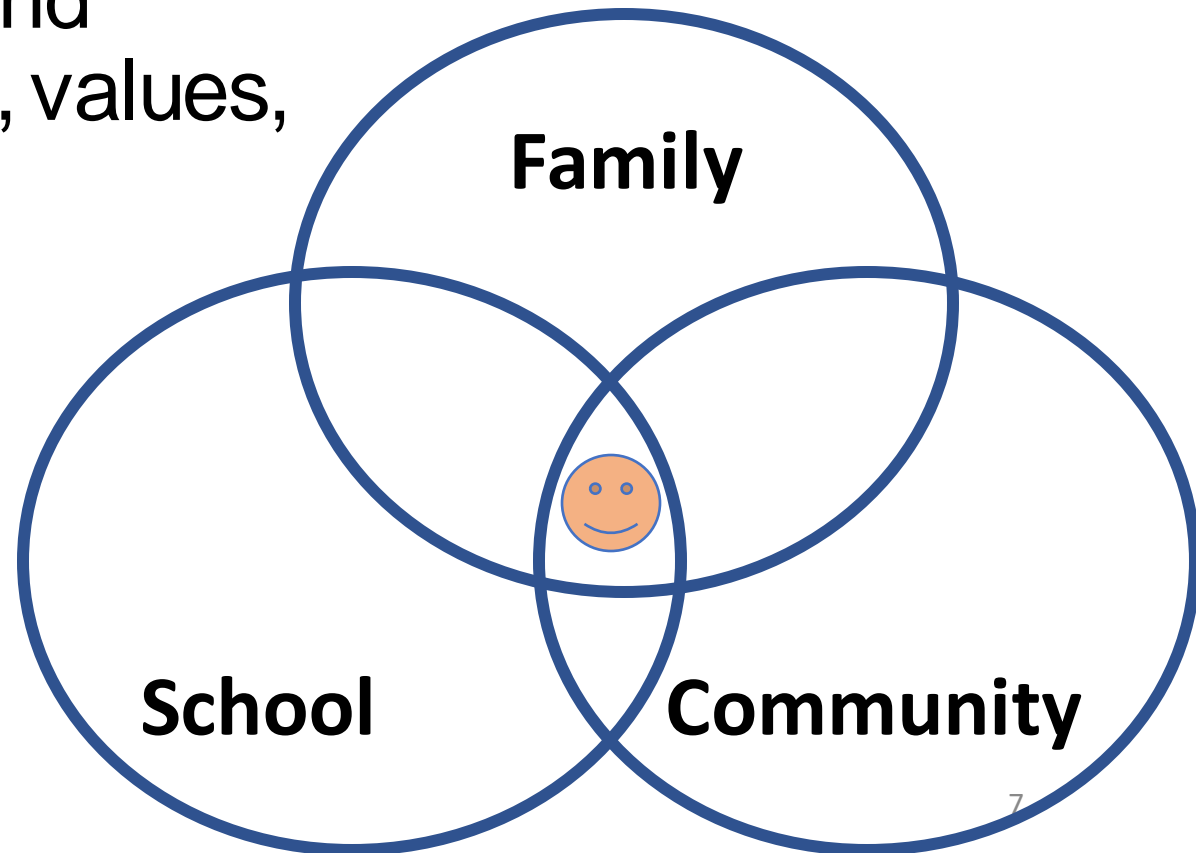
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Students	Adults
"The role of a student between home and school is to communicate needs and practice leadership"	"The role of a student is to serve as a liaison [between home and school]"
"To support students in this role, schools can build student confidence and develop social-emotional skills."	"To support students in this role, schools can acknowledge values, build relationships, and "train" parents"
"To serve in this role, students need respect, space, and better channels of communication."	"To serve in this role well, students need communication skills and good role models."



Reason #1: Adolescents live and learn in overlapping spheres of influence.

- Adolescents can help their school and family better understand the culture, values, beliefs, and customs of each other.
- Student role: cultural interpreter, guide, inviter, etc.



Reason #2: Adolescents' perceptions of family-school interactions influence student outcomes.

- Adolescents often perceive family engagement differently than do their parents.
- Adolescents' perceptions of family engagement are better predictors of student outcomes than parents' self-report.
- Family engagement is not "the more the better"; Adolescents' psychological experiences with family engagement (e.g., whether they feel they are treated with respect by the adults) largely influence its impacts and effectiveness.
- Student role: evaluators, observers, etc.

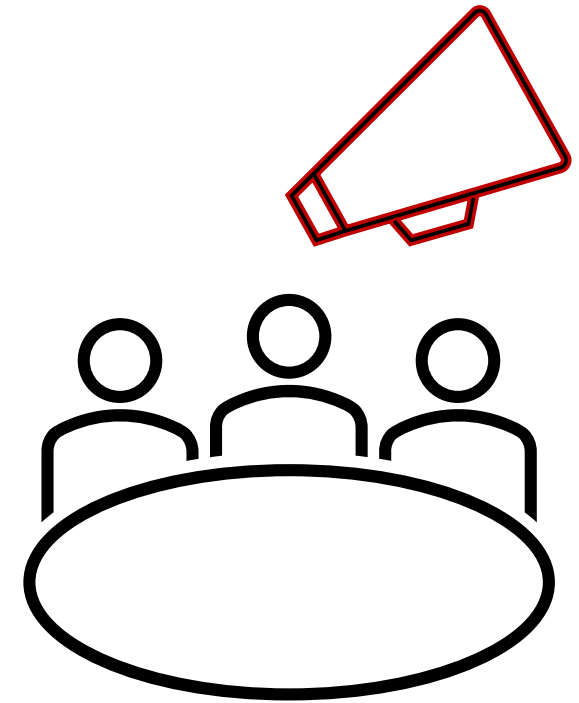
Reason #3: Adolescents are autonomous, independent, and responsible drivers of their own studies.

- Adolescence is marked by a growing needs for autonomy, independence and responsibility.
- Many adolescents are willing and eager to have their voices heard and play an active role in school-family interactions.
- Adolescents have preferences about different types of family engagement, but few have the space to express their opinions or engage in decision-making processes.
- Student role: Collaborators, decision-makers, presenters in family-teacher conferences, etc.



What are you doing to promote student voice in your organizations?

- 5 minutes in breakout rooms.
- Introductions: your name, organization, role, age group you work with.
- What is your organization doing/has done to promote student voice?
- Be prepared to share your thoughts with the whole group.



Research-Based Practices

1. Gather students' ideas about and feedback on your school's existing family engagement practices.
2. Empower students to become collaborators and decision-makers in designing and improving your school's family engagement practices.
3. Provide opportunities for students to play an active role in family engagement practices as inviters, interpreters, guides, performers, and more.
4. Prepare students and teachers for the reimagined student role in family engagement practices by providing them with guidance and/or opportunities to learn.

Strategy #1: Gather students' ideas about and feedback on the school's existing family engagement practices.

- Survey or interview students at least once every school year about students' opinions on how the school and their families have been collaborating and communicating.
- Organize events to create a direct and informal setting where administrators hear students' thoughts on how the school and their families can become more effective partners to support their education.
- Provide feedback to students on their input.

Strategy #2: Empower students to become collaborators and decision-makers in designing and improving the school's family engagement practices.

- Invite at least two students to the school's decision-making team around family engagement (e.g., the school-family partnership action team).
- Encourage students to form and join student councils. Students can organize their own discussions of changes in family engagement to include input from as many students as possible.
- Reflect on student input and translate it into actual changes.

Strategy #3: Engage students as active and equal participants in the school's family engagement practices.

- Invite students to participate in family-teacher conferences and lead conversations on their own learning progress and needs.
- Invite and prepare students to help with designing, naming, and promoting family engagement events that are appropriate and appealing to their families' values, cultures, beliefs, and routines.

Strategy #4: Prepare students and teachers for the reimagined student role in family engagement practices by providing guidance and opportunities to practice new skills.

- Collaborate with student leadership organizations who are knowledgeable of student voice to provide professional development for both students and school staff.
- Use professional development time to create small multidisciplinary school professional groups to brainstorm ways to elevate student voice in family engagement practices.

Reflection

- What are some concerns, hesitations, uncertainties, and doubts you might have?
- Waterfall responses in the chat
 - Type 1-2 brief sentences, but don't click "send";
 - Click "send" after you hear "3-2-1!"



Applying Our Knowledge



Scenario

A middle school is hosting parent-teacher conferences for all seventh-graders' families. As a family engagement expert, you have been invited to lead the planning and preparation for the conferences.

- How would you involve students in your planning process?
- How would you involve students in the conferences?
- What are the benefits of including students throughout the process?

Reflections

Use this reflection tool to collaborate with your team to identify currently aligned practices and opportunities for improvement.

Strategy	Glows What can we celebrate about our current work?	Grows What are our next steps?
1. Understand your students' perceptions of and feedback on your school's existing family engagement practices.		
2. Empower your students to become collaborators and decision-makers in designing and improving your school's family engagement practices.		
3. Provide opportunities for students to play an active role at family engagement events as inviters, interpreters, guides, performers, and more.		
4. Prepare students and teachers for the reimagined student role in family engagement practices through professional development.		

Follow the QR-Code to make a copy of the reflection.



Research Brief



The cover of the research brief features a red background. At the top right is the logo for The Ohio State University Center on Education and Training for Employment. The title 'Family Engagement with Students at the Center' is prominently displayed in white text, followed by the subtitle 'Research-based Strategies for Educators'. Below this, it states 'Developed by the Ohio Statewide Family Engagement Center' and lists the authors: 'Jingyang (Max) Zhang, Barbara J. Boone, and Eric M. Anderman'. The bottom half of the cover shows a photograph of a group of diverse students sitting around a table, engaged in a discussion.

THE OHIO STATE UNIVERSITY
CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

Family Engagement with Students at the Center

Research-based Strategies for Educators

Developed by the Ohio Statewide Family Engagement Center
Jingyang (Max) Zhang, Barbara J. Boone, and Eric M. Anderman

News & Guidance



The newsletter cover has a white background. At the top left is the logo for the Ohio Statewide Family Engagement Center. Below the logo is a photograph of a young woman with long dark hair, wearing a blue jacket, speaking into a megaphone against a blue background. The title 'Student Voice in Family Engagement' is centered below the photo. A quote from Adam F.C. Fletcher is featured, along with a short paragraph of text at the bottom.

Ohio Statewide
Family Engagement Center
News and Guidance



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Student Voice in Family Engagement

“It is not enough to simply listen to student voice. Educators have an ethical imperative to do something with students, and that is why meaningful student involvement is vital to school improvement.”
— Adam F.C. Fletcher

The middle and high school years are a time of becoming more independent and responsible. Even as students continue to believe family engagement is helpful and valuable to their education, they also need to be heard and included in actual family interactions. When they are included in the decisions that affect their education, students understand that their teachers and family support their academic learning and personal growth. Students should be at the center of their education so they may quote their own learning and development.

<https://ohiofamiliesengage.osu.edu/researchbriefs/>

<https://ohiofamiliesengage.osu.edu/newsletters-2/>



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THANK YOU FOR WATCHING!

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Ohio Statewide
**Family
Engagement
Center**

— at The Ohio State University —



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[@OhioEngage](https://twitter.com/OhioEngage)

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