

Annual Kick Off

Ohio Network of Partnership Schools



Ohio Statewide

Family Engagement Center

Professional Learning ————— at The Ohio State University

Agenda

Welcome!

Warm Up

Review: Session 1 & 2

Demonstration: Session 3

Break

Show and Tell: Session 4

Levels of Implementation

New Website

Reminder: Funding Guidance

Closing

Our Team Today



Top row: Dr. Barbara Boone, Dr. Meredith Wellman, Kristin Meek-Hennon
Middle row: Whitney Gherman, Dr. Hadley Bachman
Bottom row: Julie Planke

Objectives



1. I can *define my role* in the Partnership Schools approach.
2. I can *explain ONPS onboarding* process.
3. I can *describe the benefits* of this new approach.
4. I can *assist school leaders* in onboarding their schools.
5. I can *explain the allowable uses* of funding

Warm Up Activity: 20 mins.

1. Introduce yourself [30 sec. each]

2. Identify key points of your assigned topic. "Why is it important?" [7 mins.]

3. Report out to the large group [10 mins.]

Same/Different

Same

- Evidence-based model
- Dr. Joyce Epstein & John Hopkins University
- Handbook
- 6 Types
- Overlapping Spheres
- School Teams
- Focus on schools serving less advantaged families

DIFFERENT

- Delivery model
- Flexibility: anytime October 1 – June 30
- School leader as critical component
- Emphasis on the team
- Interactive website
- One Year Action Plans are submitted on a rolling basis for new schools (after module 4) and for existing schools in the spring (via Spring surveys from OSU)
- Coaching Logs (3x/yr: Nov, Feb, June)

Seminar **START**

☐ **New** School leaders, register for **Ohio Partnership Schools** via our website.

- A **baseline evaluation** to school leaders is part of registration.

Session 1

- ☐ An email provides school and district leaders with a link to **Session 1: Overview of School Partnership Approach**.
- ☐ District and school leaders **complete Session 1** independently.
- ☐ A **check in** is required to advance to Session 2. OSU responds to check in.

Session 1 ---

Overview *of the* Partnership Schools Approach

1

Overlapping Spheres

“I can explain the overlapping spheres of influence.”

2

Six Types

“I can identify the six types of family engagement.”

3

Benefits of the Approach

“I can identify the benefits of the Partnership Schools Approach to family engagement.”

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Session 2

- ❑ An email provides school and district leaders with a link to **Session 2: Leading for Family Engagement through the Partnership School Approach**.
- ❑ District and school leaders **complete Session 2** independently.
- ❑ A **check in** is required for school leaders to advance to the next session. OSU responds to check in.
 - District Leaders upload Annual Leadership Plan
 - School leaders upload school goal(s)
- ❑ **District leaders stop** after completing the check-in. An email will send district leaders an **evaluation**.

Session 2 ---

Leading *for* Family Engagement *through the* Partnership Approach

1

School Improvement

“I can explain how family engagement connects across school improvement initiatives.”

2

Role as a Leader

“I describe my role as a leader for family engagement.”

3

Create a Plan and Set Goals

“I can create a plan for implementing the Partnership Schools approach in my school or district.”

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Session 3

- ❑ An email provides school leaders with directions for next steps and **Session 3: Building Your School Partnership Team**.
- ❑ School leaders **facilitate and complete Session 3** with school Partnership Teams.
- ❑ A **check in** is required for school leaders and school teams to advance to the next session. OSU responds to check in.
 - School Leaders upload school Partnership Team roster

DEMONSTRATION

Session 3

Building Your School Partnership Team

Directions:

Access the **School Team version** at
<https://go.osu.edu/ops-schoolsession3>



DEMONSTRATION

We envision professional learning that **excites and inspires** education professionals, families, and community partners and provides opportunities to **design, develop, and use** tools and strategies they need to work together so all children have success in learning and life.



Adult Learning Principles

Access worksheet on your table or at go.osu.edu/adultlearningprinciples

Adapted from: Knowles, M. (1996). Adult Learning.

Six adult learning principles Theory to Practice

1 EMOTIONS

Adults' emotional states are inextricably tied to their abilities to learn. To learn, an adult must be emotionally comfortable with the learning situation. When we feel afraid, our brains shut down to learning and new information can't be absorbed.

PRACTICE: Accept all emotions in learning, invite feedback, understand emotional risks are part of learning, and normalize discomfort as part of the learning process.

2 HISTORY

Adults come to the learning process with a wide range of previous experiences, knowledge, interests, and competencies. The more explicit these relationships (between the new and the old) are made through discussion and reflection, the deeper and more permanent the learning will be.

PRACTICE: Provide activities that permit learners to compare the theoretical aspects of the training with their experiences.

3 SELF-DIRECTED

Adults want to be the origin of their learning and should therefore have some control over the what, who, how, why, when, and where of their learning. Adults must see a need for the learning they're engaging in before the learning can take place.

PRACTICE: Present professional development (PD) with as many options for learning as possible. Provide PD that can be used in the near future.

5 KNOWING WHY

Adults explore the benefits of learning something and the costs of not learning it before they are willing to invest time in learning it. Adults will commit to learning when they believe that the objectives are realistic and important for their personal and professional needs. They need to see that what they learn through PD applies to their day-to-day activities and problems.

PRACTICE: Design PD based on the actual needs of the audience. Include the reasons for learning in information about the training and agendas. Clearly show the benefits of learning. Base activities on real work experiences.

4 PROBLEM CENTERED

Because of life and work experience, adults have a task-centered or problem-centered orientation to learning. When PD is developed around problem-solving, then adults will learn the content to use it.

PRACTICE: Design PD so that learners are solving problems or performing tasks close to those encountered in their work.

6 INTERNALIZED LEARNING

Adult learners do not automatically transfer learning into daily practice. Adults need experiences to apply what they have learned to their work and guided practice that incorporates receiving feedback.

PRACTICE: Design PD on the actual needs of the audience. Include the reasons for learning in information. Clearly show the benefits of learning. Base activities on real work experiences.

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05:00



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Session 4

- ❑ An email provides school leaders with next steps and **Session 4: Taking Action for School Partnerships**.
- ❑ School leaders **facilitate and complete Session 4** with school Partnership Teams.
- ❑ A **check in** is required for school leaders and school teams to end the seminar. OSU responds to check in.
 - School Leaders submit One Year Action Plan
- ❑ **Complete a final evaluation**.
 - Upon completion, participants receive a certificate for contact hours and access to Network page

SHOW & TELL

Session 4

Taking Action for School Partnerships

Directions:

Access the facilitator module at
<http://go.osu.edu/ops-session4>

Skim the module individually for
10 minutes



10 MINUTES

Say Something **about Session 4**

BRIEF SUMMARY: This part is about...

KEY POINT: The most important thing here is...

QUESTION: Can you help me understand?

WONDERING: I'm nervous to say/try...

INTERESTING IDEA: This perspective is new...

CONNECTION: From my experience...

4:00



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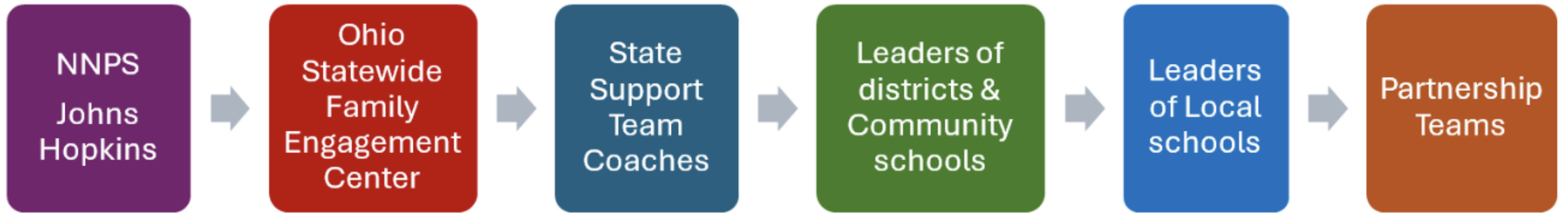
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CONNECTION: From my experience...

6:00



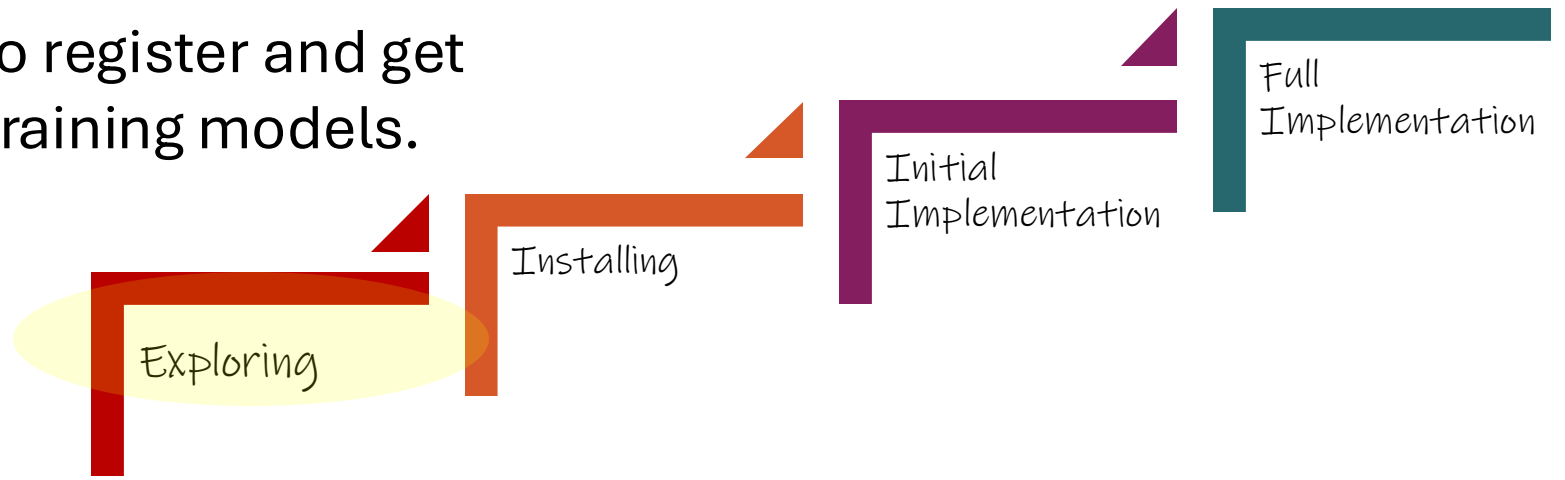
Your Role in the Delivery Model



Exploring

SST Coaches:

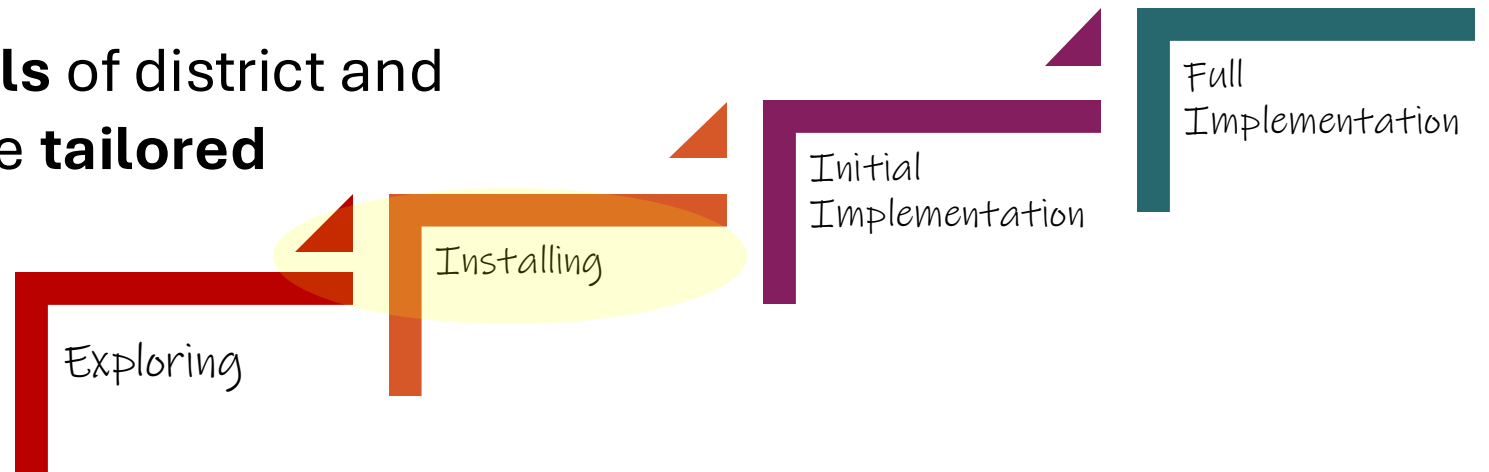
- Reach out to help to **build awareness** by sharing information about the model
- **Recommend** this systemic approach as a means to school improvement
- **Inform** school leaders how to register and get started on the foundational training models.



Installing

SST Coaches:

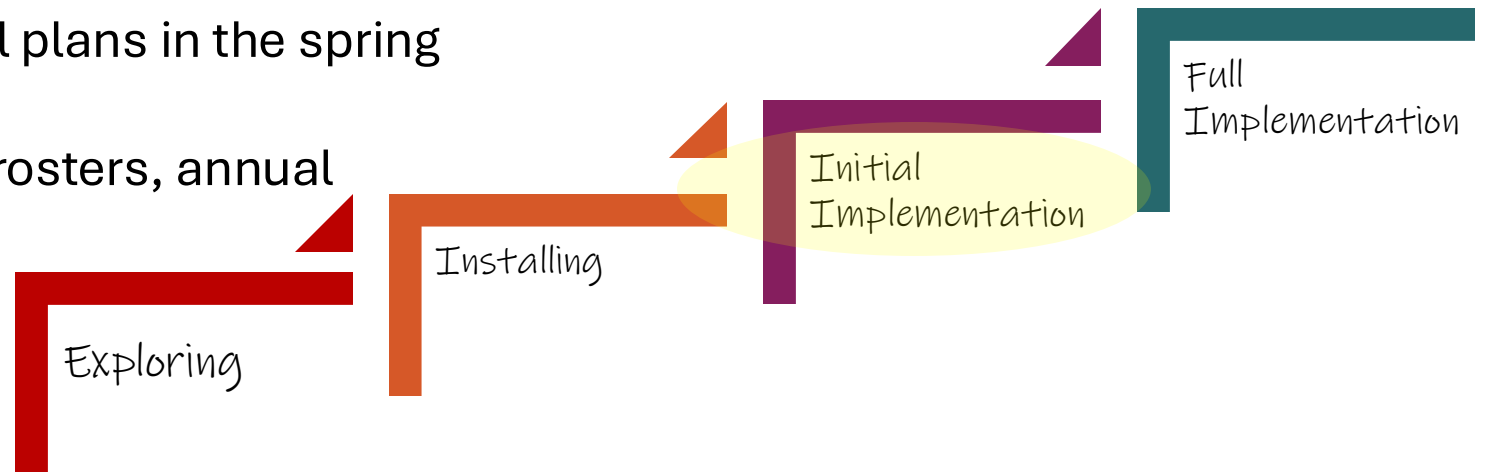
- **Reach out to check in** with school leaders about their progress in the modules, recruitment of their team, and teams' progress in developing an annual action plan.
- **Aware of the activities and goals** of district and school plans so they can provide **tailored support**.



Initial Implementation

SST Coaches:

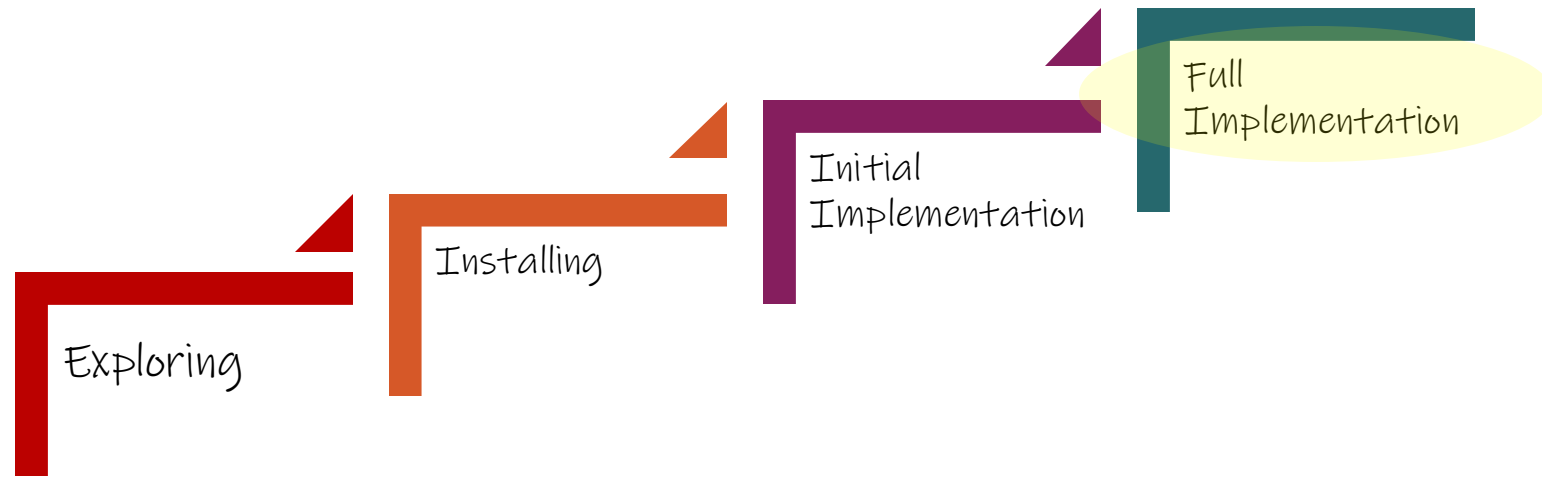
- **Support** school leaders individually through reaching out in monthly “check ins” to discuss current progress, challenges, and next steps for improving and sustaining implementation.
- **Assist and remind** schools to participate in annual spring surveys, developing new annual plans in the spring
- **Respond** to ONPS collection of team rosters, annual plans and surveys.



Full Implementation

SST Coaches:

- **Reach out** quarterly to show interest and support
- Help **communicate** about the successful practices of the district or schools with other educators.
- May **host regional meetings** welcoming leaders at all levels of implementation



All Regions, All Levels of Implementation

- **Promote** ONPS model and modules
- **Deploy** flexible coaching supports
- **Assist OSU** with gathering school plans, rosters, and survey data – and complete annual coach survey
- **Continue personal growth** in family and community engagement including:
 - Attend Advanced Topic PD (former Boosters)
 - Attend Colleague Connects and SST Coach meetings
 - Direct SFEC grant funding to support regional family engagement
 - Integrate family engagement and build awareness with SST team of the family engagement and the NNPS model

What resources do you have to bear on this coaching support?

- Grant funding to SST (\$5,000 per year)
- Time and effort
- Regional family engagement PD or supports for families
- Option to support family engagement activities within school's annual Partnership Plans
- Relationships of trust with education leaders

Coaching Logs



November, February, June



Ohio Network of Partnership Schools Coaching Log

Use this form to record information about your coaching activities with districts. Please complete a separate log for each district you are coaching. At the end of the survey you will see a copy of your responses, which you can save for your records. If no coaching has occurred for the district during a particular time period, please indicate that on the form.

Your Name

Region

District Name

<https://go.osu.edu/onpslog>

NEW! Website

Share the flyer & QR code in your region

Access refresher modules starting Oct. 1

Save meeting dates to your calendar via Network page



At-A-Glance: Allowable Costs


Funding

- SST staff time
- Travel
- Registration fees
- Family engagement speaker fees and professional learning
- Family engagement textbooks
- Substitute pay or supplemental pay to school staff to attend training/meetings required outside of contracted hours.
- Family engagement supplies

Questions?



Kristin Meek-Hennon
Meek-hennon.1@osu.edu



How can the Partnership Schools approach be integrated into your other work?

As you leave today, put your Post-it on the "gallery wall". We'll share in the summary email that is sent out.

This work aligns to....

Please take a few
moments to
complete our survey
from today.



[https://www.surveymonkey.com/r/ONPS
CoachKickOff2024](https://www.surveymonkey.com/r/ONPS
CoachKickOff2024)

Thank you!



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