

What is your experience? A School Staff Reflection on Family Engagement

Check the box beside the actions that represent the kinds of activities you have experienced with your school community.

<input type="checkbox"/> Participated in a school open house <input type="checkbox"/> Attended a parent organization meeting <input type="checkbox"/> Sent home a newsletter to parents <input type="checkbox"/> Participated in a parent-teacher conference to report on student progress <input type="checkbox"/> Requested funds or materials for school fundraiser or booster program. <input type="checkbox"/> Voted in a school election or bond issue. <input type="checkbox"/> Called via phone, about student's behavior or low achievement. <input type="checkbox"/> Posted information about student's assignments via e-mail, Internet, or phone. <input type="checkbox"/> Posted a volunteer sign-up sheet in the office.	<input type="checkbox"/> Designed parents as tutors program. <input type="checkbox"/> Sent out a survey to assess the need for planning of workshop topics for parents. <input type="checkbox"/> Participated in college preparation meeting. <input type="checkbox"/> Assigned interactive homework that requires students to discuss learning with family member. <input type="checkbox"/> Sent home positive messages or made a positive phone call on a regular basis. <input type="checkbox"/> Offered or took an adult ESL class, adult literacy class or adult enrichment class. <input type="checkbox"/> Worked with parents to establish academic goals and outcomes for student learning. <input type="checkbox"/> Invited parents to actively participate in the school's advisory council. <input type="checkbox"/> Participated in school-parent decision-making activity.
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What is your total number of experiences? _____

How many checks are in each column? Left _____ Right _____

If you chose more on the left side, you have participated more in traditional types of parental involvement activities.	If you chose more on the right side, you have participated in activities that fit a more expanded view of school-family partnerships.
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Traditional
Activities that often take the form of a request from the school for family or community member to act.

Expanded
Activities that are more reciprocal, and have equal benefit for schools, families, and community members.



Traditional vs. Expanded Directions in School-Family Partnerships

Examine the chart below to further compare characteristics of traditional and expanded views of parental involvement programs.

Traditional/Then	Expanded Directions/Now
Defined as Parent Involvement	Defined as School, Family, and Community Partnerships
Results focused on parent attendance and attention given to a few leaders	Results focused on students and connected to school goals
A few people making some things happen sometimes	An organized team of parents, teachers, and administrators working together
No set plan of activities; going-with-the-flow haphazard program planning	Activities planned to support student achievement goals and meet program requirements
Participation of preschool/elementary parents, mostly moms	Participation of all parents, pre-school through grade 12 (including fathers, grandparents, foster parents, etc.)
Sporadic workshops for parents and school staff with ineffective outreach strategies	Ongoing efforts and a plan to reach those who can't/don't attend school functions
Concentration on barriers to parent involvement	Seeking solutions to challenges, focused on promising practices
Schools and districts working with different levels and expectations for parent involvement	State level parent involvement standards which set expectations for school-family-community partnerships



Use this activity to initiate discussion within a professional learning community regarding the implications of using traditional or expanded types of school-family partnership activities.

- Follow up with discussion about where district and schools fall in these categories and areas for local improvement.
- Make a set cards with traditional characteristics and cards with expanded characteristics.
Work in small groups to match characteristics and follow up with discussion on local needs.