**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.

|  |  |
| --- | --- |
| ❑ Participated in a school open house    ❑ Attended a parent organization meeting    ❑ Sent home a newsletter to families    ❑ Participated in a parent-teacher conference to report on student progress  ❑ Participated in school event like music programs, events that highlight language and culture    ❑ Requested funds or materials for school fundraiser.    ❑ Voted in a school election or bond issue.    ❑ Called via phone, about student’s behavior or low achievement.    ❑ Posted information about student’s assignments via  e-mail, Internet, or phone.    ❑ Posted a volunteer sign-up sheet in the office. | ❑ Sent out a survey to assess the need for planning of workshop topics for parents.  ❑ Participated in college and career planning meetings.    ❑ Assigned interactive homework that requires students to discuss learning with family members and connects how the assignment is tied to grade level goals.    ❑ Sent home positive messages or made a positive phone call on a regular basis (monthly, quarterly, or as determined by school).    ❑ Offered or took an adult ESL class, adult literacy class or adult enrichment class.    ❑ Worked with families to establish academic goals and outcomes for student learning.  ❑ Participated in a student IEP (Individualized Education Plan).  ❑ Invited families to actively participate in the school’s advisory council.    ❑ Participated in school-family shared decision-making activity. |

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. |
| 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 Family Engagement and Empowerment. |
| 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 families, teachers, and administrators working together |
| No set plan of activities; going-with-the-flow  haphazard program planning | Activities planned to support student achievement  goals. |
| Participation of preschool/elementary families. | Participation of all families, pre-school through grade 12 (including fathers, grandparents, foster parents, etc.) |
| Sporadic workshops for parents | Ongoing efforts and a plan to reach |
| 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 family engagement standards  which set expectations for  school-family-community partnerships |