

**FAST Institute of Family Engagement
Professional Development Offerings**

Session	Objectives	Research & Resources
<p><i>Introduction to Family Engagement</i> *Required</p>	<ul style="list-style-type: none"> • Articulate definitions of and differences between “involvement,” “engagement” and “empowerment”; • Introduce teachers to tangible, practical strategies and expectations for family engagement (virtual and in person); • Discuss the ways the 10 values of Families and Schools Together can be helpful in encouraging increased Family Engagement; • Explore the challenges and opportunities of family engagement. 	<ul style="list-style-type: none"> • FAST theoretical basis, composed from research from Karen Mapp, Susan Auerbach, James Comer, Joyce Epstein, Ann Ishimaru, Ann Henderson, and others. • Resources from: NYU’s Metropolitan Center for Research on Equity and the Transformation of Schools; Flamboyant Foundation; Webinar: Making Family-School Partnerships more effective this fall (led by Karen Mapp and Todd Rogers)
<p><i>Creating a Welcoming School Climate for Family Engagement</i></p>	<ul style="list-style-type: none"> • Identify elements of a welcoming school climate; • Reflect on one’s own experience interacting with parents; • Identify what is in and out of our control in regards to family engagement; • Examine the effectiveness of communication systems (both written and verbal) used by school and families. 	<ul style="list-style-type: none"> • Henderson, Mapp, Johnson, & Davies. (2006) Beyond the Bake Sale
<p><i>Bridging Race, Class and Gender and Examining Implicit Bias</i></p>	<ul style="list-style-type: none"> • Ensure the creation of high standards, rigorous practice, increased expectations for all students; • Reflect on one’s own biases; • Explore asset-based and deficit-based perspectives and how they affect educators’ actions towards families. 	<ul style="list-style-type: none"> • Kirwin Institute for the study of Race and Ethnicity • Powerful Partnerships (Mapp, Carver & Lander) • Resources from Flamboyant Foundation

<p><i>Empowering Families at Parent-Teacher Conferences</i></p>	<ul style="list-style-type: none"> • Identify promising practices for partnering with families during parent teacher conferences; • Encourage school staff to move past one-way communication to a system that includes feedback; • Discuss ways that communications and conferences can become more focused on empowering parents; • Discuss strategies for sharing academic data with families. 	<ul style="list-style-type: none"> • Resources from Boston Family Engagement Toolkit for Educators; Flamboyan Foundation
<p><i>Strengthening classroom conditions for family engagement and ensuring engagement is linked to student learning</i></p>	<ul style="list-style-type: none"> • Assess current classroom practices as they relate to family engagement; • Identify your own strengths and weaknesses in family engagement practices in your classroom; • Examine ways to link parent engagement to student learning; 	<ul style="list-style-type: none"> • Resources from Boston Family Engagement Toolkit for Educators; • Webinar: Strengthening the School-Family Partnership in a Pandemic from HGSE
<p><i>Family Engagement, advocacy, and power sharing</i></p>	<ul style="list-style-type: none"> • Identify strategies to invest families in school-wide goals and priorities; • Identify systems and structures for engaging families in school improvement planning and participation; • Read scenarios regarding transparency, problem-solving, and power-sharing with families; 	<ul style="list-style-type: none"> • Bryk, A.S. & Schneider, B. (2002). Trust in Schools: A core resource for improvement. • Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S. & J. Q. Easton (2010). Organizing schools for improvement: lessons from Chicago. • Davies, D. (2001) Family participation in decision-making and advocacy. In Diana Hiatt-Michael, Promising practices in family involvement in school. • Hoover-Dempsey, K. & Sandler, H. (1997) Why do parents become involved in their children's education? • Henderson, A.T.; Mapp, K.L.; Johnson, V.R. & Davies, D. (2007). Beyond the bake sale: the essential guide to family-school partnerships.

<i>Collaborating with the community</i>	<ul style="list-style-type: none"> • Identify assets in the school and community; • Identify the resources that will help schools engage in community problem solving and building community capital; • Increase connections to community agencies and services to better meet the needs of children and families in their school; • Engage in community asset mapping activity to get to know what and who is in your community. 	<ul style="list-style-type: none"> • Burns, Paul & Paz (2012), Participatory asset mapping: A Community Research Lab Toolkit • Beyond the Building: A Facilitation Guide for School, Family and Community Connections • UCEA: Engaging in a learning walk
<i>Evaluating and sustaining family engagement practices</i>	<ul style="list-style-type: none"> • Assess the effectiveness of the engagement elements on creating home-school partnerships, and supporting student achievement. • Assess whether your classroom was successful in meeting the goals for student achievement. • Monitor the overall strength of your parent engagement practices by conducting the diagnostic at the beginning and end of each year. How is parent engagement changing in your classroom (and at your school) over time? 	<ul style="list-style-type: none"> • Boston Family Engagement Toolkit for Educators • Webinar: How to host a can't miss virtual family event

Our work aligns closely to Karen Mapp's **Dual Capacity Framework**. It also aligns with the following guidelines and frameworks:

- **Wisconsin Continuous Improvement Plan (CIP) P6:** Team engages families and community in planning.
- **Danielson Framework 4CL** Communicating with Families
- **Marzano Framework Domain 4** (Collegiality and Professionalism): *56. Promoting positive interactions about students and parents.*
- **InTASC Standard 10:** Leadership and Collaboration. *10c, 10d, 10e, 10f, 10g, 10m, 10n, 10q.*