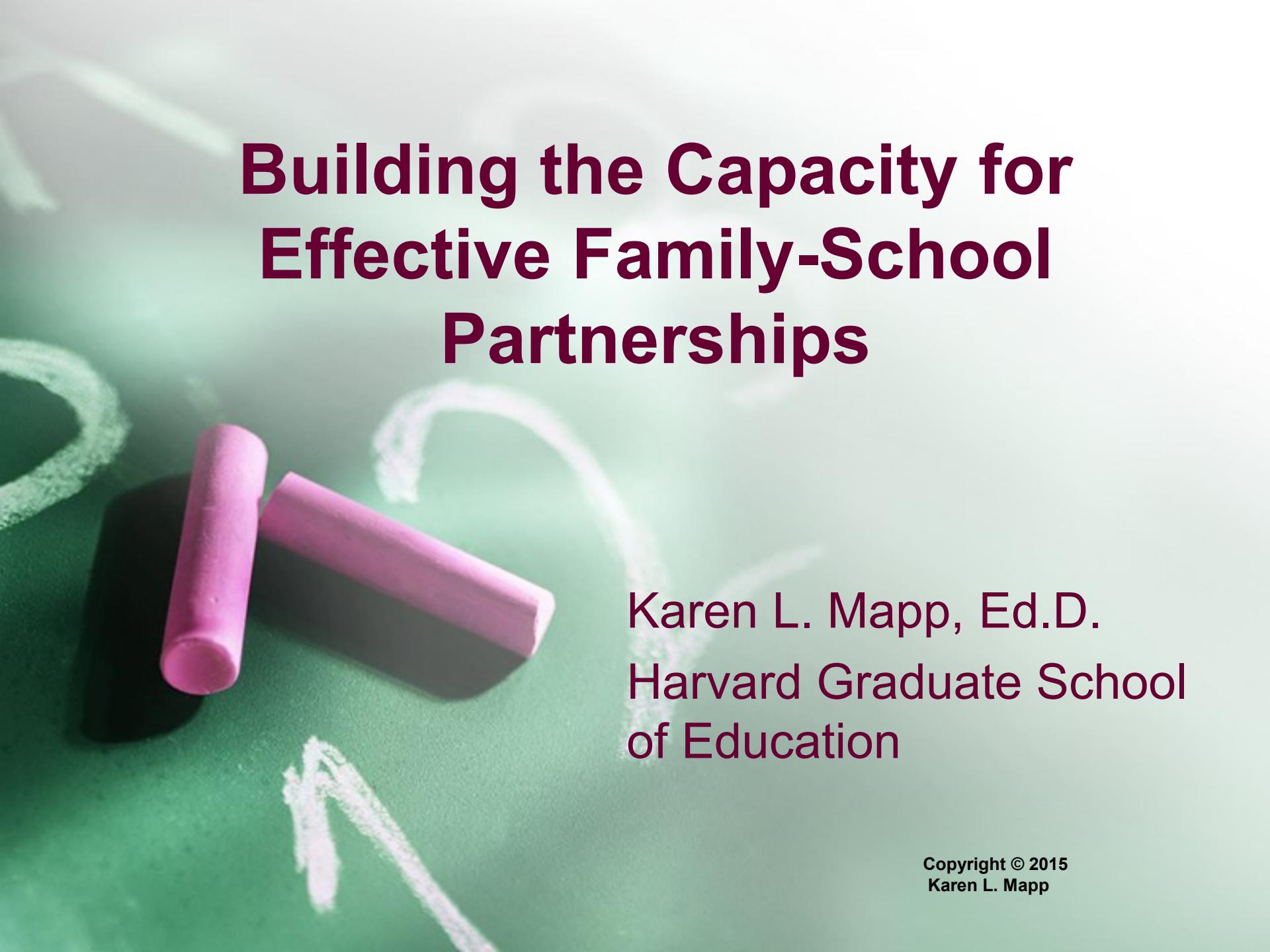


Building the Capacity for Effective Family-School Partnerships

A photograph of two pink chalk sticks resting on a green surface. In the background, there are faint white chalk markings, including a large question mark and some arrows, suggesting a school or educational setting.

**Karen L. Mapp, Ed.D.
Harvard Graduate School
of Education**

Definition of Family Engagement

The various ways that a child's adult caretaker (biological parents, foster parents, siblings, grandparents, etc.), at home, school or in the community, effectively support children's learning and healthy development.

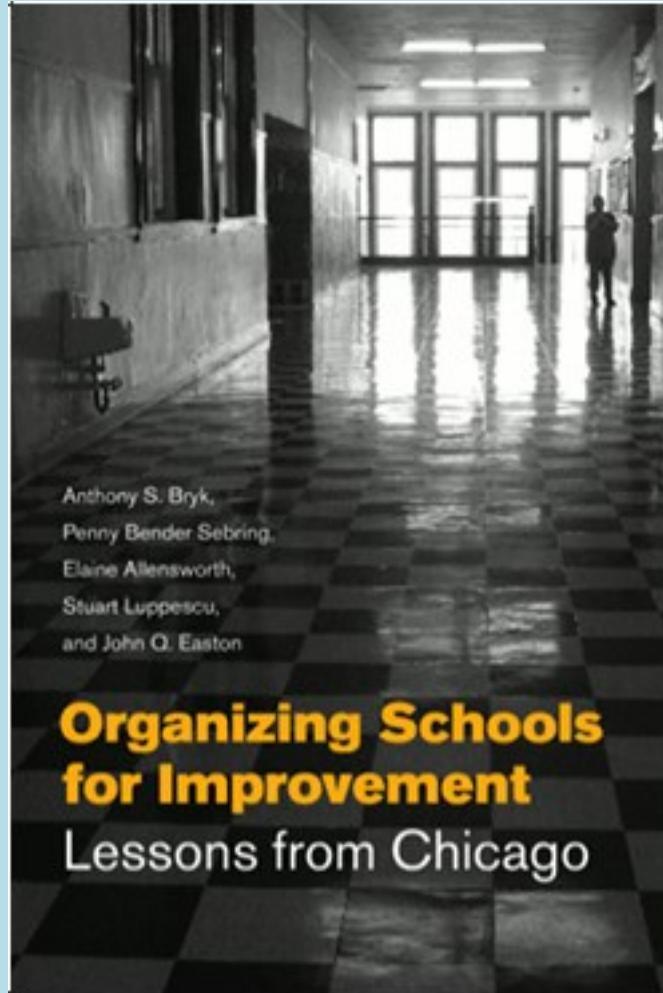


Why should you focus on
family-school partnerships?

Students with Engaged Families:

- Exhibit faster rates of literacy acquisition
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education

Organizing Schools for Improvement (2010)

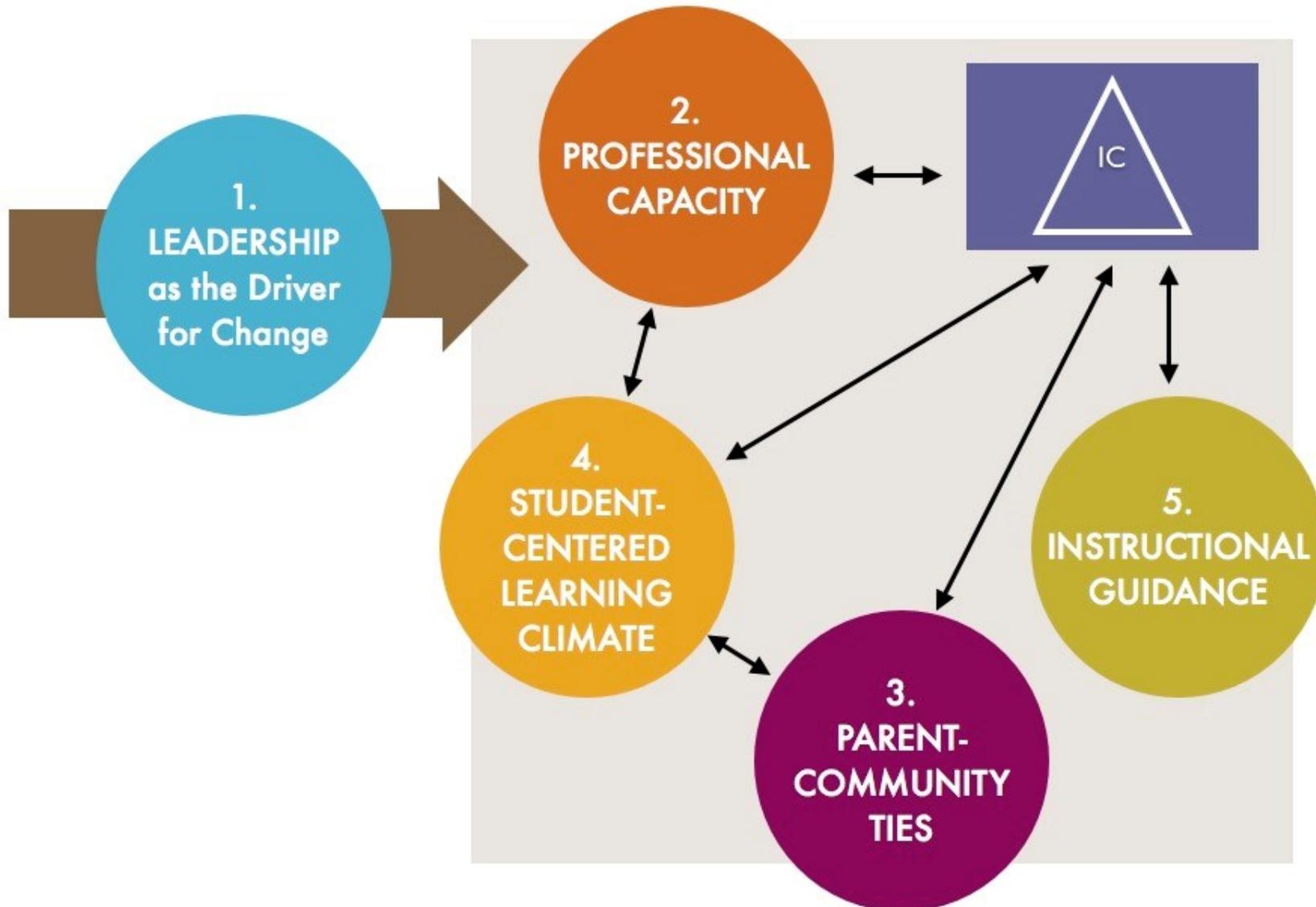


Anthony S. Bryk,
Penny Bender Sebring,
Elaine Allensworth,
Stuart Luppescu,
and John Q. Easton

**Organizing Schools
for Improvement**
Lessons from Chicago

FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research



What does an Effective Family-School Partnership Look Like?

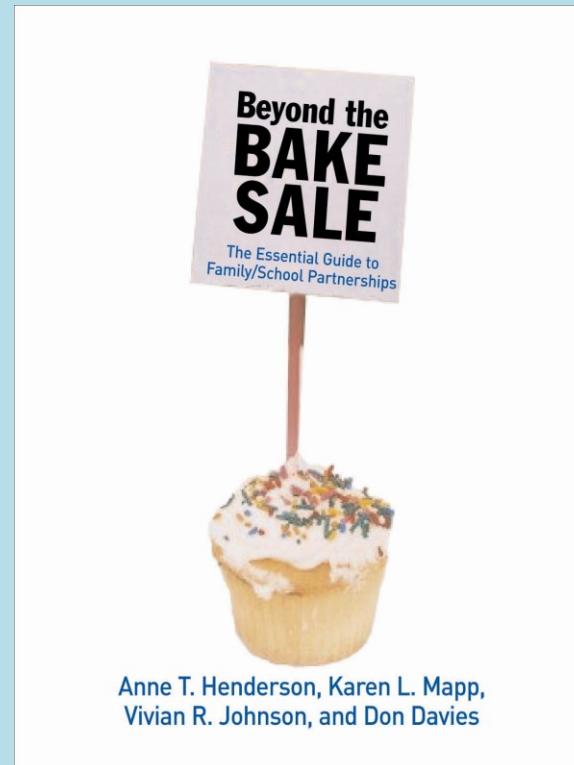


Beyond the Bake Sale

The Essential Guide to Family-School Partnerships

Anne T. Henderson,
Karen L. Mapp,
Vivian R. Johnson and
Don Davies

The New Press, 2007



Fortress School (Below Basic)

- “Parents don’t care about their children’s education, and they are the main reason the kid’s are failing”
- “Parents don’t come to conferences, no matter what we do”
- Principal picks a small group of “cooperative parents” to help out
- “We’re teachers, not social workers”
- “Curriculum and standards are too advanced for these parents”



Come-if-We-Call School (Basic)

- Parents are told what students will be learning at the fall open house
- Workshops are planned by staff
- Families can visit school on report card pickup day
- Parents call the office to get teacher-recorded messages about homework



Open-Door School (Proficient)

- Parent-teacher conferences are held at least twice a year
- There is an “Action Team” for family engagement
- School holds parent events three or four times a year
- Parents can raise issues at PTA meetings or see the principal
- Diversity of families is recognized through multicultural nights are held once a year



Partnership School (Advanced)

- Families are seen as partners in improving educational outcomes
- All family activities are connected to student learning
- There is a clear, open process for resolving problems
- Parent networks are valued and cultivated
- Families are actively involved in decisions on school improvement
- Staff conduct relationship-building home visits to families



Why has it been difficult to cultivate
and sustain effective family-school
partnerships that support student
achievement and school
improvement?



The various stakeholders (families, district/school leaders and staff) have not had the opportunity to develop the knowledge, skills, and dispositions, in other words, the *capacity* to engage in effective partnerships.

Example: Title One, section 1118 requirement for families to be engaged family engagement policy development for schools and districts.

The Dual Capacity-Building Framework for Family-School Partnerships



THE CHALLENGE

Lack of opportunities for **School/ Program Staff** to build the capacity for partnerships

Ineffective Family–School Partnerships

Lack of opportunities for **Families** to build the capacity for partnerships

- Interactive

infrastructure

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the “4 C” areas:

- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

FAMILY AND STAFF CAPACITY OUTCOMES

School and Program Staff who can

- Honor and recognize families’ funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Effective Family–School Partnerships Supporting Student Achievement & School Improvement

Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

OPPORTUNITY CONDITIONS

THE CHALLENGE

Lack of opportunities for **School/Program Staff** to build the capacity for partnerships

Ineffective Family–School Partnerships

Lack of opportunities for **Families** to build the capacity for partnerships

Process Conditions

- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

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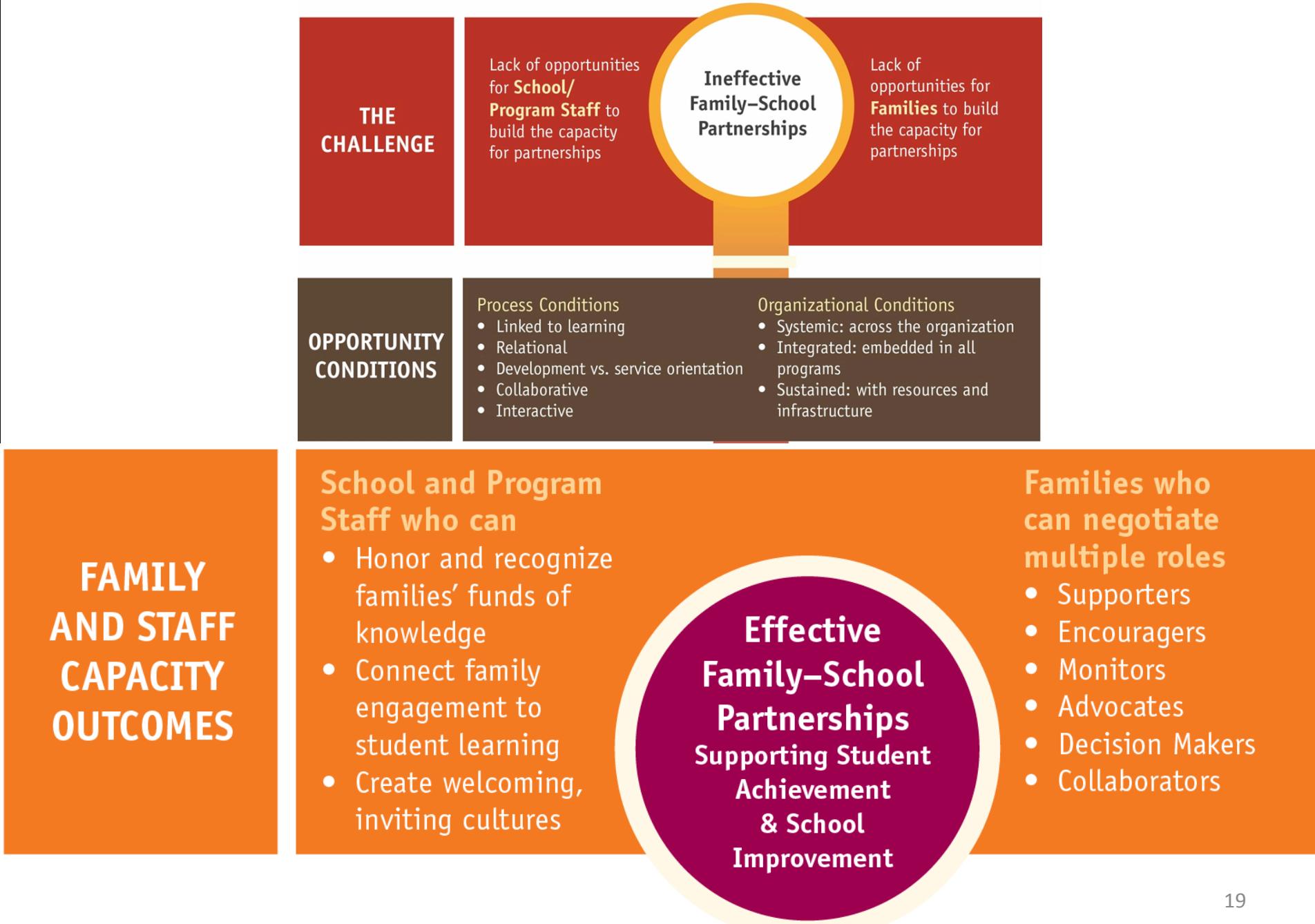
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The Dual Capacity-Building Framework for Family–School Partnerships



Video – Stanton Elementary School

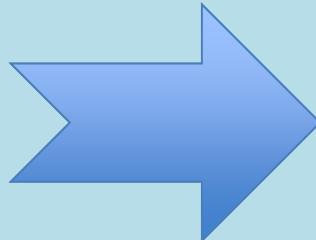
<https://www.youtube.com/watch?v=1YNsWrFiYfY>

Video Debrief

- What evidence do you see in the video of the five process conditions in the Dual Capacity framework?
 - Relational
 - Collaborative
 - Interactive
 - Developmental
 - Linked to Learning

Requires a shift in mindset

From seeing family engagement as an add-on, extra work, a burden, or fundamentally separate from what we are supposed to do as educational practitioners...



...To seeing family engagement as an essential, fundamental component of proficient and effective teaching and learning practice.

Teacher Testimonials

[https://www.youtube.com/watch?
v=Cv6WLdsLGZQ](https://www.youtube.com/watch?v=Cv6WLdsLGZQ)