



Standards for Family-School Partnership Webinar Series

Introduction and Standard One: Welcoming ALL Families

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Department of
Education

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Objectives

- Introduce the Standards for Family-School Partnerships
- Build knowledge about the impact of family engagement
- Identify traits of a family-friendly school climate
- Explore strategies and resources for building a welcoming environment for all families

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Standards for Family-School Partnerships

Standards for Family-School Partnerships

- Tennessee's Family Engagement Standards were enacted by Senate Bill No. 293 in 2009.
- These standards are based on the [PTA's National Standards for Family-School Partnerships](#) and were formally adopted by the State Board of Education beginning in the 2010-11 school year.



Monthly Webinar Series

- TDOE will host monthly webinars focused on the standards.
 - **Feb. 25, 2019; 11:00 a.m. CST** - Introduction and Standard One: Welcoming All Families
 - **March 22, 2019; 10:00 a.m. CST** - Standard Two: Communicating Effectively
 - **April 30, 2019; 10:00 a.m. CST** - Standard Three: Supporting Student Success
 - **May 30, 2019; 10:00 a.m. CST** - Standard Four: Speaking Up for Every Child
 - **June 27, 2019; 10:00 a.m. CST** - Standard Five: Sharing Power
 - **July 31, 2019; 10:00 a.m. CST** - Standard Six: Collaborating with Community
- Please sign up [here](#) to receive an email reminder and log-in information before each webinar.
- Log-in information for each webinar can also be found [here](#).

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**Why is family
engagement so
important?**

Research

- 40 years of research shows that when families are engaged, students have:
 - Higher grades, test scores and graduations rates;
 - Increased enrollment in higher level programs;
 - Better school attendance;
 - Increased motivation;
 - Better self-esteem; and
 - Lower rates of behavior issues.
- Family participation in education is ***twice*** as predictive of students' academic success as family socioeconomic status.



Research

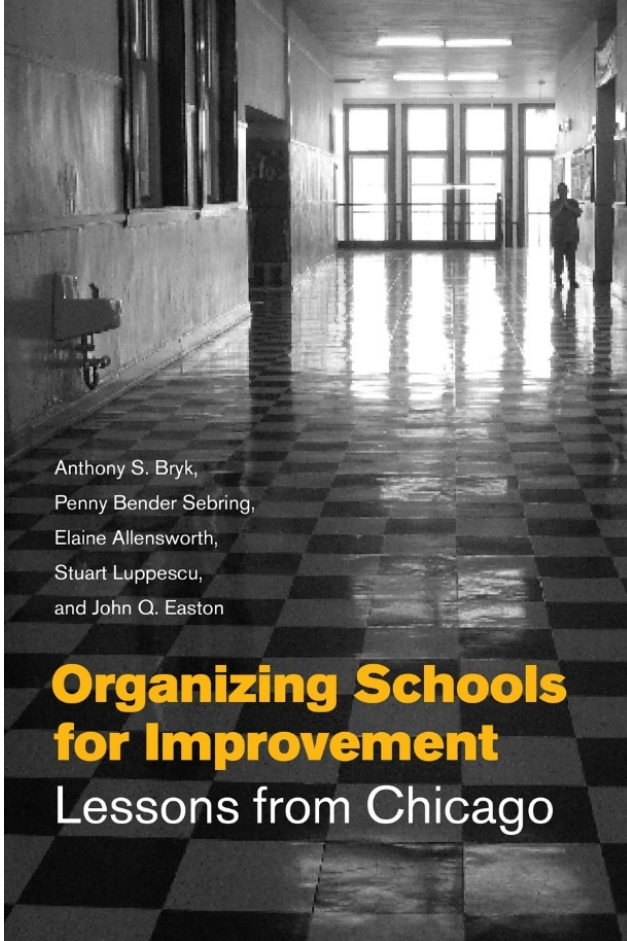
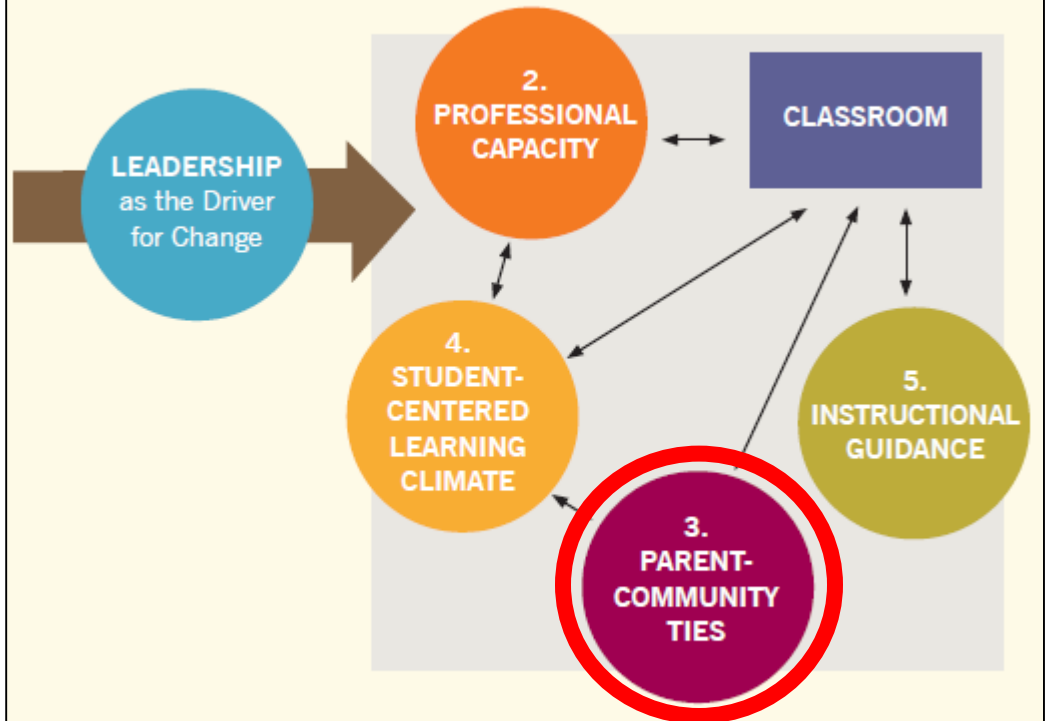


Figure 1: Five Essential Supports

The University of Chicago Consortium on Chicago School Research¹¹



From *Community Social Capital and School Improvement*, (slide 4) by P. B. Sebring, 2012. Paper presented at the National Community and School Reform Conference at the Harvard Graduate School of Education, Cambridge, MA. Copyright ©University of Chicago Consortium on Chicago School Research (CCSR). Reprinted by SEDL with permission from the author, Penny Bender Sebring, CCSR.

What works?

- Family and community engagement that is **linked to student learning** has a greater effect on achievement than more general forms of involvement.
- Programs and interventions that engage families in **supporting their children's learning at home** are linked to improved student achievement and have the greatest impact.
- Effective connections embrace a philosophy of partnership where **power is shared** - the responsibility for children's educational development is a **collaborative** effort among families, school staff, and community members.





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Standard One: Welcoming ALL Families

Welcoming ALL Families

- Families are active participants in the life of the school, and feel **welcomed, valued, and connected** to each other, to school staff, and to what students are learning and doing in class.
- Programs that focus on building trusting and respectful relationships among staff, families, students, and community members are most effective in increasing and sustaining meaningful partnerships.
- Fostering positive relationships and creating a welcoming environment can transcend context, culture, and language.

Building Relationships and Trust

- Honor any type of involvement or contribution
- Recognize, respect, and address cultural and class differences
- Embrace a philosophy of partnership
- Promote shared responsibility



Standard 1: Welcoming ALL Families

- **Goal 1: Create a Welcoming Climate**
- **Goal 2: Build a Respectful, Inclusive School Community**



Standard 1: Welcoming ALL Families

■ Goal 1: Create a Welcoming Climate

– Ask yourself:

- When families walk into a building, do they feel the school is inviting and is a place where they “belong”?

– Indicators:

- Developing personal relationships
- Creating a family-friendly atmosphere
- Providing opportunities for participation



How welcoming is your school?

- *Beyond the Bake Sale* describes four different types of schools:
 - Fortress School: trying to keep families away rather than work with them.
 - Come-if-we-call School: families can be involved, but only on the school's terms.
 - Open Door School: families are welcomed and supported in a number of ways.
 - Partnership School: the school is willing and able to work with all families.

Source: Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

Characteristics of a Welcoming Climate

- Families feel that they belong to the school *and* the school belongs to them.
- The school feels inviting and friendly.
- Families are greeted in a courteous, friendly way.
- Staff, school leaders, and students are accessible to families.
- Materials are printed in the languages of all families.
- The school provides multiple ways for families to be involved.



Ways to Create a Welcoming Climate

- Conduct a [Family-Friendly School Walkthrough](#) and/or the [4 Versions of Family-School Partnerships](#) self-assessment.
- Post **welcoming signs** outside of the school and in hallways, directing families to where they need to go.
- Develop **customer service guidelines** to be used by all school staff.
- Have teachers make **personal contact** with families to invite them to participate in events, meetings, and other activities.

Ways to Create a Welcoming Climate

- **Invite families** to eat lunch with and visit their student's classroom during instructional time so they can experience what students are learning firsthand.
- Create a **family resource center** or parent information corner.
- Disseminate an annual **school climate survey** to families and students.
- Feature **family photos** on school/classroom bulletin boards and walls.
- Match new families and students with a “**host family**”.
 - Other ways to welcome new families can be found [here](#).

Standard 1: Welcoming ALL Families

■ Goal 2: Build a Respectful, Inclusive School Community

- Ask yourself: Do all of the school's policies and programs reflect, respect, and value the diversity of the families in the community?
- Indicators:
 - Respecting all families
 - Removing economic obstacles to engagement and participation
 - Ensuring accessible programming



Characteristics of a Respectful, Inclusive School Community

- Families feel valued and respected.
- Families are honored by recognition of their strengths and contributions.
- Staff listen and respond to the needs of families.
- Families of all backgrounds are engaged and cultural differences are embraced.
- Engagement opportunities are offered beyond school and district walls.



Ways to Create a Respectful, Inclusive School Community

- Hold activities and events at **times** most convenient for families.
- Provide **transportation, child care, and meals** to enable families to attend school-sponsored, family engagement events.
- Offer **translators** to welcome and assist families during school activities.
- Ensure all family engagements events are **free**.

Ways to Create a Respectful, Inclusive School Community

- Use professional development time to **address assumptions** about race, class, and culture with school staff.
- Create events that involve and recognize the **whole family** (dads, grandparents, siblings, etc.).
- Train **family ambassadors** from different backgrounds to serve as mentors for other families.
- Ensure that family members representing **all backgrounds and ethnic** groups serve of school committees and teams.
- **Celebrate differences** by planning events and classroom assignments that honor and recognize different cultures.

Welcoming ALL Families

Welcoming, respectful, and inclusive climates provide families with a reciprocal relationship where not only do they feel that **they belong to the school**, but also that **the school belongs to them**.



Reflection

- Which of the four types of schools best reflects your school?
Why?
 - Fortress School
 - Come-if-we-call School
 - Open Door School
 - Partnership School

- What are some actions that you can take to create a more welcoming, respectful, and inclusive school environment?

Reflection

What are some ways that your school or district helps to create a welcoming, respectful, and inclusive school climate?

Please send your promising practices to Brinn.Obermiller@tn.gov



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Resources

Resources

- [Beyond the Bake Sale: The Essential Guide to Family-School Partnerships](#)
- [A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement](#)
- [PTA National Standards for Family-School Partnerships Implementation Guide](#)
- [PTA National Standards for Family-School Partnerships Assessment Guide](#)
- [Self-Assessment Tool: 4 Versions of Family-School Partnerships](#)
- [Family-Friendly School Walkthrough](#)
- [Georgia's Family-Friendly School Virtual Tour](#)

Video Resources

- [Family Friendly Partnership School Tour](#)
- [Welcoming New Families](#)
- [Creating a Welcoming Environment for EL Families](#)
- [Blackwell Elementary School International Night](#)
- [Family & Community Engagement: Welcoming Environment \(video 1\)](#)
- [Family & Community Engagement: Welcoming Environment \(video 2\)](#)

Webinar Series

- Our next webinar will be held **March 22 at 10:00 CST.**
- Log-in information for all of the webinars can be found [here](#) or you may sign up for reminder emails [here](#).
- Recordings of all webinars will be posted in the “Parent and Family Engagement Resources” folder in [TDOE Resources](#) in ePlan.

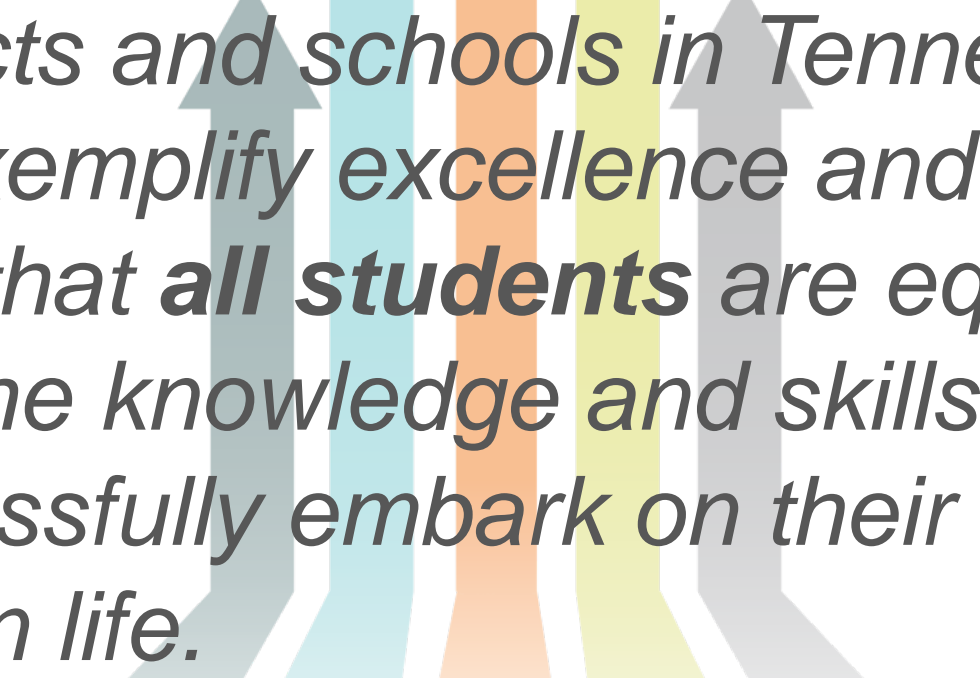


Questions? Feedback?



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Our Vision

The image features five vertical arrows pointing upwards, arranged in a row. From left to right, the colors are grey, teal, orange, lime green, and grey. Each arrow has a white outline and a slight gradient, giving them a three-dimensional appearance. The arrows are positioned behind the main text, with the central orange arrow being the tallest and most prominent.

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

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<http://www.comptroller.tn.gov/hotline>

