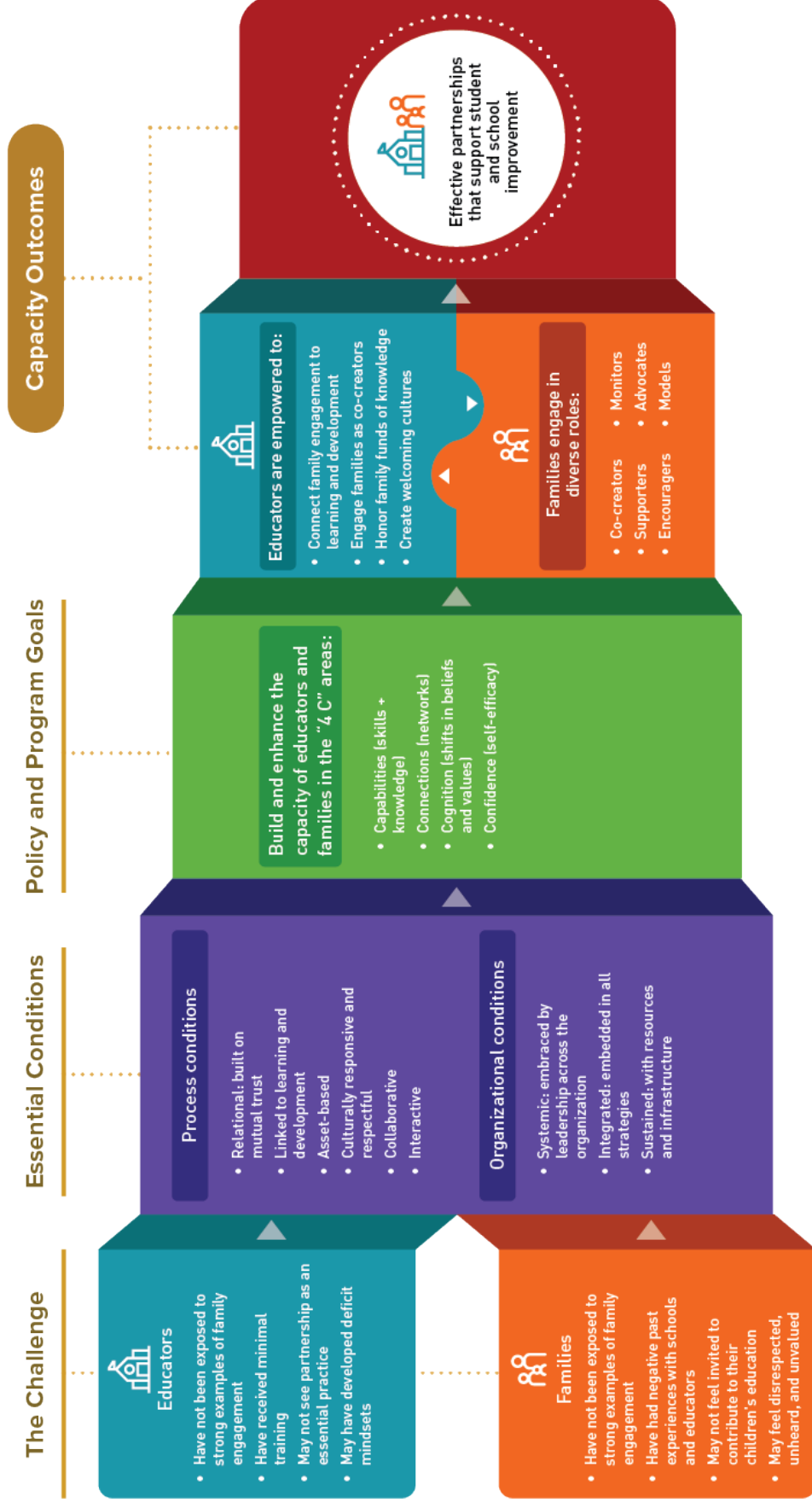


# The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



<https://www.dualcapacity.org/>

# Process Conditions Definitions with Rubric for In-Person Events

## Relational

Trusting relationships are the foundation of effective home-school partnerships. Strong relationships build respect between home and school. When relationships are strong, families feel welcome and believe school staff care about the success of their children.

Developing	Effective	Highly Effective
<ul style="list-style-type: none"> <li>Little interaction between educators and families</li> <li>Teachers clustered together - interacting and talking with one another</li> <li>School staff dismissive and short with families</li> <li>Families ignored as they enter event</li> <li>More talking at than listening to</li> </ul>	<ul style="list-style-type: none"> <li>Some families greeted as they enter event</li> <li>Some greetings extend beyond "hello"</li> <li>Most educators happy to see families (smile, opening body language)</li> <li>Lots of "yes-no" questions</li> </ul>	<ul style="list-style-type: none"> <li>Majority of families greeted as they enter event</li> <li>Families greeted by name and in their home language</li> <li>Greeting extends beyond "hello" with many families (reflected on a recent memory, share a story)</li> <li>Frequent use of open-ended questions</li> </ul>

## Linked to Learning and Development

Teachers use effective instructional practices in the classroom to help students learn and grow. A school's family engagement efforts should be designed to support what students are learning in the classroom. When family engagement is linked to learning goals, families are empowered to interact with their children at home in ways that support student academic success.

Developing	Effective	Highly Effective
<ul style="list-style-type: none"> <li>Event has no connection to student learning</li> <li>Celebratory or social activity</li> </ul>	<ul style="list-style-type: none"> <li>Event is connected to grade level standards or student learning goals</li> <li>Student learning goals shared school wide</li> <li>Learning information is presented or given to families (handout/tip sheets)</li> <li>Some opportunity for family to experience learning</li> </ul>	<ul style="list-style-type: none"> <li>Families provided individual graphs/data specific to child's learning</li> <li>Families provided with opportunities to learn a new tip or tool</li> <li>Families provided opportunity to practice a new skill or strategy</li> <li>Families offer strategies about child's learning to assist teacher</li> <li>Families provided specific questions to ask their child to learn what is happening in the classroom</li> </ul>

## Asset-Based

An important goal is to help all families grow in their ability to support their child's academic success. All aspects of a school's family engagement efforts should take advantage of the existing expertise of families. Once schools have tapped into existing strengths, they can work to build additional family expertise to support learning. A strengths-based approach increases confidence and empowers families to be active, knowledgeable and informed.

Developing	Effective	Highly Effective
<ul style="list-style-type: none"> <li>School/educators refer to families as problems</li> <li>Blame families for lack of partnership/engagement</li> <li>Family engagement work is needs-driven and problem-focused</li> </ul>	<ul style="list-style-type: none"> <li>Educators begin with identifying what is already present "where families currently are"</li> <li>Family strengths are emphasized and celebrated</li> </ul>	<ul style="list-style-type: none"> <li>Families are regularly recognized for their contributions</li> <li>Educators consistently use asset-based language when engaging with families</li> <li>Educators regularly seek out ways to learn about families "funds of knowledge"</li> <li>Family assets are discovered and used to strengthen and enhance the relationship and partnership</li> </ul>

## Process Conditions Definitions with Rubric for In-Person Events (Page 2)

### Culturally Responsive and Respectful

Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. We must learn to appreciate and value diverse views and not judge views that differ from ours as wrong.

Developing	Effective	Highly Effective
<ul style="list-style-type: none"> <li>• Interpreters are provided when requested</li> <li>• Interpreters are not always available in all languages</li> <li>• Few documents are translated and not consistently</li> <li>• Visual images on documents, website and on campus not reflective of entire school community</li> <li>• Minimal diversity reflected in Parent Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Communication materials are accessible to all families</li> <li>• Most documents translated</li> <li>• Interpreters are provided at many family engagement events</li> <li>• Some documents and some images on website reflect community diversity</li> <li>• Physical environment includes some images that reflect the diversity of the families and community</li> <li>• Events and programs are offered at varied times</li> <li>• Childcare and transportation available</li> <li>• Some diversity reflected in parent leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Programs &amp; practices reflect language, culture context and values of stakeholder community</li> <li>• Visual displays on campus reflect community stakeholders</li> <li>• Visual images on documents, website and social media reflect family and community members</li> <li>• Simultaneous translation is provided at most events and programs</li> <li>• Activities/programs occur in the community</li> <li>• Parent Leadership boards and committees reflect the diversity of the school and community</li> <li>• Family voice evident in planning and facilitation</li> </ul>

### Collaborative

Because school staff can't be available 24/7, families must be able to turn to each other for support. Successful family engagement efforts intentionally foster family-to-family networks. An effective method for building these connections is to encourage families to learn and work in groups. In addition to building networks, well-structured group activities reinforce the skills families are learning to apply at home.

Developing	Effective	Highly Effective
<ul style="list-style-type: none"> <li>• Minimal opportunity for families to meet and connect with someone new</li> <li>• No icebreaker</li> <li>• Very little peer to peer dialogue and interaction</li> <li>• Facilitator driven presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Icebreaker conducted, but families not encouraged to meet/talk to someone new</li> <li>• Few opportunities for families to connect and network</li> <li>• Some peer to peer learning.</li> <li>• Most of the interaction teacher to parent</li> </ul>	<ul style="list-style-type: none"> <li>• Icebreaker encourages families to meet and talk with someone they don't know</li> <li>• Several opportunities for families to connect with one another during the course of the event</li> <li>• Many opportunities for peer to peer learning and dialogue</li> <li>• Majority of the learning is with families in small groups</li> </ul>

### Interactive

For adults to feel sufficiently competent with a new skill, 2 things are essential— practice and feedback. Confidence with a new skill does not come by watching a demonstration or trying the skill just one time. Adults need multiple opportunities to try out a new skill or behavior. To increase the likelihood that adults apply these new skills at home in interactions with their child, schools must coach and support families as they learn to master the desired skills.

Developing	Effective	Highly Effective
<ul style="list-style-type: none"> <li>• No opportunity for families to practice activity</li> <li>• No opportunity to provide family with feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Event provides opportunity for family to practice at least one activity</li> </ul>	<ul style="list-style-type: none"> <li>• Event provides several opportunities for family to practice new skill</li> <li>• Families receive feedback on new skill</li> <li>• Variety of strategies utilized to engage families in modeling, practice and feedback (triads, fishbowl, role play, etc.)</li> </ul>

# Process Conditions Idea Bank

## Relational

- In-Person Events
- Physical Environment
- Website
- Parent Portal
- Telephone
- Print Media
- Social Media
- Other

1 great idea...

Another great idea...

## Linked to Learning & Development

- In-Person Events
- Physical Environment
- Website
- Parent Portal
- Telephone
- Print Media
- Social Media
- Other

1 great idea...

Another great idea...

## Asset-Based

- In-Person Events
- Physical Environment
- Website
- Parent Portal
- Telephone
- Print Media
- Social Media
- Other

1 great idea...

Another great idea...

## Culturally responsive and respectful

- In-Person Events
- Physical Environment
- Website
- Parent Portal
- Telephone
- Print Media
- Social Media
- Other

1 great idea...

Another great idea...

## Collaborative

- In-Person Events
- Physical Environment
- Website
- Parent Portal
- Telephone
- Print Media
- Social Media
- Other

1 great idea...

Another great idea...

## Interactive

- In-Person Events
- Physical Environment
- Website
- Parent Portal
- Telephone
- Print Media
- Social Media
- Other

1 great idea...

Another great idea...

# Family Engagement Strategy, Objectives & Action Steps

What **student learning goal** you will address? (What should students be able to do by the end of the year?)

What is your family engagement **strategy** for the year? (This is included in your School Improvement Plan)

Channel 1: **In-Person Events** (Open House, Conference, etc.)

Channel 2: **Telephone** (Office, Answering Machine, Buzz-in, Calls)

Channel 3: **Physical Environment** (signage, parking, walls, etc.)

Channel 4: **Print Media** (handouts, handbook, etc.)

# Family Engagement Strategy, Objectives & Action Steps (Page 2)

Channel 5: **Website** (School site, teacher sites)

Channel 6: **Social Media** (Twitter, Facebook, etc.)

Channel 7: **Parent Portal**

Channel 8: **Other**

# In-Person Event Planner

1. What **student learning goal** you will address? (What should students be able to do by the end of the year?)

2. What is your family engagement **strategy** for the year?

3. Event Name:

4. Grade Level Targeted:

5. How will you help adults in the school prepare for this event?

5. What skill will you have adults in the home practice during the event? (Linked to Learning)

6. How will you motivate family participation?

Motivating families (build job description/confidence):

Invitations (general, teacher, student):

Understand/honor factors (knowledge, time, location, culture):

# In-Person Event Planner (Page 2)

How will the event intentionally address these Process Condition?

Relational

Asset Based

Culturally Responsive & Respectful

Collaborative (Networking & Working in Groups)

Interactive (Practice & Feedback)



# Home-School Partnerships

## Addressing all 3 Organizational Conditions

Systemic: embraced by leadership across the organization	Yes/No	Rank 1-5
1. Do you have a district/building <b>definition</b> of family engagement and is this shared widely?		
2. Have you revised your <b>family engagement policy</b> in the last 12 months to align with best practices and support student learning goals?		
3. Do <b>building</b> leaders (Administrative/Teacher/Family) <b>understand their role</b> in supporting home-school partnerships?		
4. Do <b>district</b> leaders (Academic, Finance, HR, Transportation, Food Service, etc.) <b>understand their role</b> in supporting home-school partnerships?		
5. Do you ensure <b>families take leadership roles</b> on school/district councils and committees?		
<p>Action Steps:</p>		

Integrated: embedded in all strategies	Yes/No	Rank 1-5
1. Do you have a <b>complete list of home-school partnership activities/strategies</b> in your district/building which includes all program with a family engagement mandate (Title I, Title IV, Early Childhood, etc.)?		
2. Do you <b>collect data from multiple sources to measure the quality and impact</b> of these home-school partnership activities/strategies?		
3. Have you <b>integrated</b> effective home-school partnership strategies into both the academic and climate goals in your <b>school improvement plan</b> ?		
4. Do leaders from all programs with a family engagement mandate (Title I, Title IV, Early Childhood, etc.) <b>regularly meet</b> to integrate their work?		
5. Is family engagement <b>managed by instructional</b> leadership at the building and district level?		
<p>Action Steps:</p>		


# Home-School Partnerships (page 2)

## Addressing all 3 Organizational Conditions

<b>Sustained: with resources and infrastructure</b>	Yes/No	Rank 1-7
1. Do you have <b>positions in your district office</b> responsible for supporting home-school partnerships, and are their roles clear?		
2. Do you have <b>positions in your building</b> responsible for supporting home-school partnerships, and are their roles clear?		
3. Do you have a home-school partnership <b>action team</b> at the <b>district level</b> that includes educator and family voice?		
4. Do you have a home-school partnership <b>action team</b> at the <b>building level</b> that includes educator and family voice?		
5. Is there <b>training</b> (provided by internal or external staff) for district staff, building staff (administrators & teachers), and action teams?		
6. Is there <b>coaching support</b> (provided by internal or external staff) for district staff, building staff (administrators & teachers), and action teams?		
7. Do all programs with a family engagement mandate (Title I, Title IV, Early Childhood, etc.) <b>braid their funding</b> sources?		
<b>Action Steps:</b>		

# ReDesign Challenge: Website (Page 1)

Redesign the website






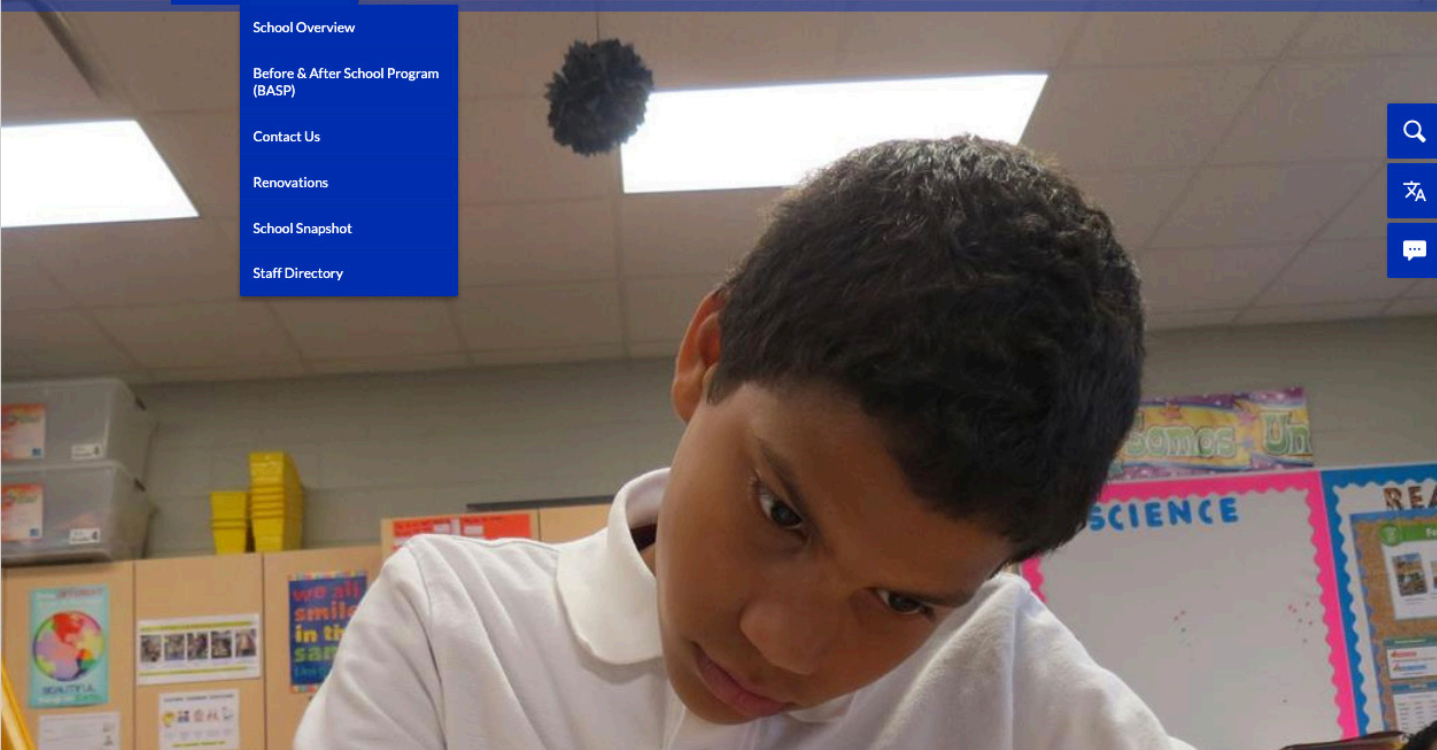
**Archibald Alexander Elementary School**  
We are the Falcons!

[District Home](#) [Select a School](#) [Sign In](#)









[Home](#) [Our School](#) [Parents](#) [PTO](#) [Library](#) [Activities](#) [Teacher Pages](#)

- School Overview
- Before & After School Program (BASP)
- Contact Us
- Renovations
- School Snapshot
- Staff Directory





### POPULAR LINKS

-  [BELL SCHEDULE](#)
-  [DISTRICT CALENDAR](#)
-  [CONTACT US](#)
-  [HOME SCHOOL LOOK-UP](#)
-  [ENROLLMENT PROCESS](#)
-  [LUNCH MENUS](#)
-  [WEATHER](#)
-  [TRANSPORTATION](#)

### UPCOMING EVENTS

NOV 18	NOV 19	NOV 27	NOV 28	NOV 29
<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>ALL DAY</b> End of 1st trimester (59 days)	<b>ALL DAY</b> No school	<b>ALL DAY</b> No school, District offices closed	<b>ALL DAY</b> No school, District offices closed	<b>ALL DAY</b> No school, District offices closed

[View Calendar](#)





Redesign the newsletter

# Traver Newsletter

Trimester 1- September-October-November-  
December

## Welcome Traver Learning Community

I hope you have all had a wonderful summer with your family and friends. All of us at Traver are looking forward to a wonderful school year filled with learning, laughing and challenging each other to be the best version of ourselves.

If it is your first year at Traver Primary school or you have been with us before, we welcome you with open arms. We are here to listen, support and work collaboratively to ensure the success of your child(ren).

The first weeks of school are busy, overwhelming and exciting for the children and adults! It is normal in the beginning if your child isn't sleeping or sleeping a lot, if they don't eat all their lunch-or try to buy everything in the lunch line and/or is a little anxious. The school days are long, with lots of information to process and we work very hard to learn each child, meet them at their gifts and support their needs....we look forward to it!

Please look over this newsletter for helpful information.

Looking forward to a wonderful school year.

Respectfully,

Mrs. Conrad

# Who can we reach out to for support?

**The school service staff would like to support your child and learning/learning to Three Wood Elementary School.** Our department is comprised of a school psychologist, social worker, speech, occupational and physical therapists along with intervention specialists and an ELL teacher. Our staff is a friendly, experienced, and dedicated team that works together to support your child's learning and development.

**Dr. Kathleen**  
School Psychologist

**Ms. Kelly**  
Social Worker

**Ms. Kathleen**  
Speech Language Pathologist

**Ms. Kathleen**  
Occupational Therapist

**Ms. Kathleen**  
Physical Therapist

**Ms. Kathleen**  
School Psychologist

**Ms. Kelly**  
Social Worker

**Ms. Kathleen**  
Speech Language Pathologist

**Ms. Kathleen**  
Occupational Therapist

**Ms. Kathleen**  
Physical Therapist

**WELCOME**

**Office Staff**

It is our goal to provide you with the support you need to be successful in your role. Our staff is friendly, experienced, and dedicated. We are here to support you in any way we can.

**Ms. Susan**  
Office Manager

**Ms. Mary**  
Office Assistant

## Related Service Staff

Always start with your classroom teacher.

## Related Service Staff

Always start with your classroom teacher.

## Lunch Room/Main Office

Always start with your classroom teacher.

# How Many Hours of Sleep Does Your Child Need

Click here to read this informational article



# ReDesign Challenge: Physical Environment

Redesign the bulletin board and the display board.




Woodbury Pre-K camp is for children who will be in kindergarten in the fall. This is an opportunity for children and teachers to meet each other and get excited about starting school!

By participating in Pre-K Camp, your child will:

- Become familiar with Woodbury school building
- Receive instruction from licensed teachers
- Make friends
- Have nutritious meals + snacks
- Receive free books
- Be ready to start school!


Woodbury's daily schedule includes large + small group activities, reading, art, lunch, snacks, recess, and naptime.

## Woodbury Pre-Kindergarten Camp



A summer learning experience to prepare children for kinder.

Una experiencia de aprendizaje de verano para preparar a los niños para kinder.



El campamento de Pre-Kinder es para los niños que van asistir al kinder en el otoño. El campamento es una oportunidad para que los niños y los maestros se conozcan y estén gustosos para empezar la escuela.

Al participar en el campamento Pre-Kindergarten, su hijo(a) va a:

- Familiarizarse con la escuela de Woodbury
- Recibir instrucción de maestras con títulos
- Recibir un almuerzo nutritivo y bocados
- Hacer Amigos
- Recibir libros gratis
- Estar preparado a empezar la escuela!

El horario diario incluye grupos de actividades grandes y chicos, lectura, arte, almuerzo, bocado, recreo, y tiempo para descansar.

## ReDesign Challenge: **Verbal Communication**

### **1. Frame the following sentences/phrases positively.**

- a. “Johnny has potential, but doesn’t use it.”
- b. “If I do that for Lara, I’ll have to do that for all of the students.”
- c. “This is the 3rd time this week you’ve been late to pick-up Max.”
- d. “It is already mid-October and Tavia has been absent 10 days.”
- e. “I don’t think I remember seeing you at the last two parent meetings.”

### **2. Select one of the 2 following scenarios and script out how you would handle the difficult conversation with the family.**

- a. Student doesn’t have any friends at school
- b. Student is struggling to express his needs, wants, ideas and feelings verbally.



## re(Design) Challenge: Social Media

1. Redesign the 2 tweets below.
2. Create 2 new tweets for your school
3. Create a new FaceBook post for your school



# Coaching Support Options

If your school/team would like additional assistance, RM Consulting staff are available to support your efforts to build effective home-school partnerships. For more information, contact Ron Mirr by email (rmirr@mac.com) or by phone (319.430.4315)

## Organizational Conditions

Select

Support for informing the larger school community about family engagement efforts and creating a sense of urgency for re-framing the work	
Support for conducting a Family Engagement Assessment to inform a family engagement plan	
Support with co-planning/co-leading professional learning with school staff	
Support for conducting grade-level mini-meetings/PLC (aligning grade level/classroom data to family engagement strategies)	
Support for conducting a Powerful Partnerships book study (grade level cohort or school-wide)	
Support for creating/enhancing a parent/family group	
Support for revising the school improvement plan to integrate family engagement strategies	
Support for creating tools and templates to assist with assessing impact and quality of family engagement practices	
Support for (re)designing resource centers to welcome families in the learning environment	
Support for using the parent portal to help families support student learning	

## Process Conditions

Select

Support for improving the physical environment to strengthen home-school partnerships	
Support for redesigning website content to strengthen home-school partnerships	
Support for adjusting/creating social media posts to strengthen home-school partnerships	
Support for (re)designing printed media (family handouts, school handbook, curriculum guides, etc.) to strengthen home-school partnerships	
Support for creating action steps/planning a school-wide or grade level family engagement event or workshop	
Support for co-leading a family engagement event with school staff	
Observation of a family engagement event	
Conduct a debriefing of a family engagement event	