Family Involvement

COMPONENT #: 6-413-001   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to develop and apply an understanding of current trends, theories and practices in parental/family involvement. Participant will learn and understand essential issues and current research concerning the impact of family involvement in student academic success.

Upon successful completion of this professional development activity, participants will develop strategies to promote ongoing internal dialogue and interaction with families. Participants will also learn multiple methods to foster parental involvement in the classroom and school community, plan a Back-to-School Night for Parents, and engage in regular, on-going communication through newsletters, phone calls, interactive logs, etc.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
☐ Leadership   ☐ Implementation
X Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

☐ Instructional Design and Lesson Planning   ☐ Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation ☐ School Management
☐ Faculty Development   X Communication
X Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
☐ PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
☐ PS 4 – Instructional Delivery and Engagement ☐ PS 8 – Learning Environment
☐ PS 5 – Assessment

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IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

☐ Educator knowledge/skill (content)   X Student learning
☐ Educator (professional growth)   ☐ Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Develop effective strategies for promoting a learning community that includes parents.
2. Become familiar with parent resources available through the Educational Portal and The Parent Academy.
3. Reflect on past experiences working with families and plan for ways to build on and improve family involvement
4. Gain strategies for parent conferences
5. Research and plan strategies for involving families in the classroom and strategies to share with families to use at home.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in guided discussion (Whole-class, small group, and/or think-pair-share) to identify and discuss strategies for family involvement (SLO 1).
2. Work independently and in small groups to identify how various strategies for parental involvement can be implemented in professional practice and to what settings and situations they are applicable (SLO 1 & 2).
3. Generate and discuss hypotheses regarding why it is difficult to get parents involved (SLO 3).
4. Through guided discussion, whole-group, and small group activities, acquires an understanding of fundamental concepts in parental involvement (SLO 2, 3, 4, 5).
5. Work independently and in small groups to apply relevant strategies to formulate an action plan (SLO 4, 5).
6. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior (SLO 1-5).
7. Provide evidence (e.g. pre and post assessments, surveys, or other assessment artifacts) verifying that the content impacted their practice for involving families.
8. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 1-5).
9. Develop an action research study related to the training and provide evidence of implementation (SLO 1-5).
10. Provide evidence of collaborative planning or product development related to the training (SLO 1-5).
11. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s) (SLO 1-5).

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<mark>PART III – IMPLEMENTATION</mark>

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

☐ Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

<mark>PART IV – EVALUATION</mark>

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Student learning: Will consist of evidence of implementation through documented impact on one or more measures of student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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