



EARLY LEARNING TASK FORCE SESSION 5



3/2/2023

Welcome,

Purpose of the Early Learning Task Force

- Develop a three-to-five year plan for early learning in the Ferndale School District
- Examine Ferndale's current early learning programming
- Align our early learning programs with inclusive, best practice that follows state requirements
- Elevate early learning

Outcomes for Today's Meeting

- Connect
- Additional Bid Ideas: Instructional Tools
- Data-driven improvement: Session outcomes and Big Ideas
- Engaged Families Inquiry
- Continuity and Pathways
- Reflections
- Next Week...



Which quote resonates with you around engaging families?

“Family engagement is not a single event. It is a shared responsibility in which regular two-way communication insures that the student is on track to meet grade-level requirements.”

Heather Weiss

Harvard Graduate School of Education

Partnerships are not hard work, but heart work. Not more work, but the work. Not harder work, but smarter work to mobilize all available resources that will contribute to student success.

Joyce Epstein and Associates - School, Family and Community Partnerships



“
Parent involvement is more of a 'doing to,' while engagement is a 'doing with.'”

Larry Ferlazzo
Education Week

EL
EDUCATIONAL
LEADERSHIP



“What is the most underused resource in education today?
Parents.”

LAUREN TRIPP BURLIS

Relationships That Make a Difference

ASCD

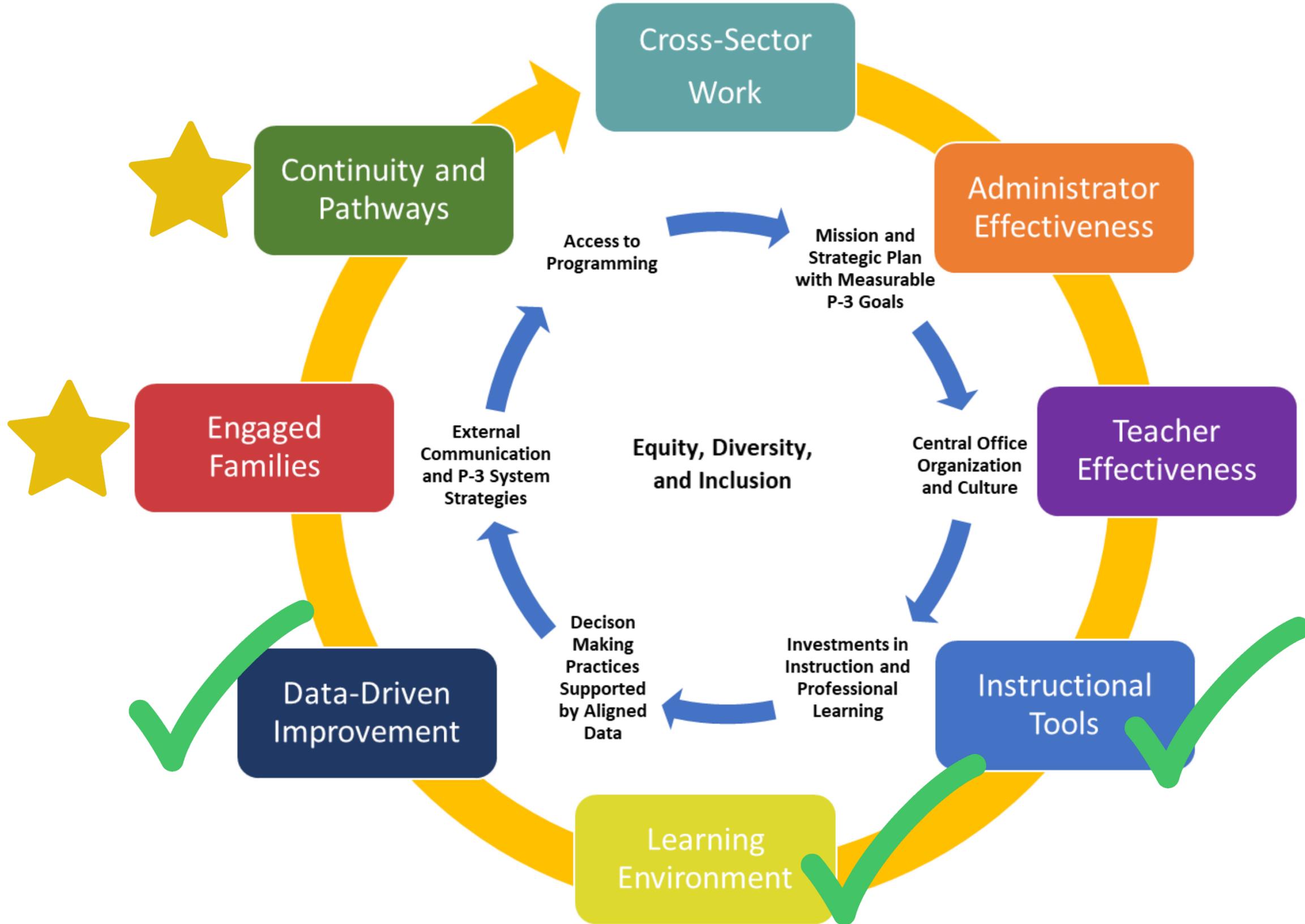
Instructional Tools: Additional Big Ideas

- **Ensuring play-based learning is incorporated into math curriculum**
- **Time for planning increased**
- **Professional learning cyclical, consistent, and strong**
- **Tablets for teachers to help with continuous data collection**
- **Examine staff/student ratios**
- **Understanding around cultural contexts and cultural norms of developmental behavior and skills**

Session 4: Outcomes and Big Ideas

Data-Driven Improvement

- How to make room within teachers school days to allow for meaningful use of data
- Increase number of times TSGold is used
- TSGold reflected on report cards
- TSGold to inform SST and MTSS
- Align Common Core Standards and TSGold
- District data provided to all members of the community and families
- Use data for strength based learning and data
- Include families in gathering data
- Reminder that kids are not numbers, data informs but it is not the only part of the students experience



NATIONAL

P 3 C E N T E R

Engaged Families

Goal:

Families are actively and systematically involved with P-3 teachers and administrators as full partners in helping their child develop, learn, and achieve.

Guiding Question

What is the vision for Ferndale?

Framework in Action

P-3 Strategies

Core Priority

Teachers, administrator, and all staff in schools and programs understand the importance of, and employ strategies for, engaging families.

Two-Way Communication

Schools and programs establish regular two-way communication approaches to share data with, and to learn from, families.

Shared Leadership/Decision-making

Families, teachers, and administrators share decision-making for student success.



What and Who

Family Engagement

Family engagement is a full and equitable partnership among families, educators, providers, and communities to support learners' development from birth through college and career. It is a collective responsibility that means doing with – not doing for families.



Why

Shared power and responsibility includes building the capacity of educators and families to co-design instruction and supports for each student. Families are recognized as experts in their children's education, with families and educators utilizing two-way communication and listening.

Relationships are the cornerstone of family engagement built on trust, communication, and recognizing the value of all families and students.

All families have strengths, and they are the first and best advocates and teachers for their children.

Family engagement promotes equity and success for all families, achieving equitable outcomes by recognizing the diversity of family types, by using a multi-generational lens, and through cultural and linguistic competency and responsiveness.

How



How

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



How

PRINCIPLES

of Equitable Collaboration

Weaving Together Families and Educators

COMMUNITY CAPACITY

Strengthen individual and collective capacity to improve schools

AUTHENTIC RELATIONSHIPS

Build relationships among families and between families and educators

FAMILIES AS EXPERTS

Center family experiences and stories as sources of knowledge, expertise, and solutions

EDUCATORS AS LEARNERS

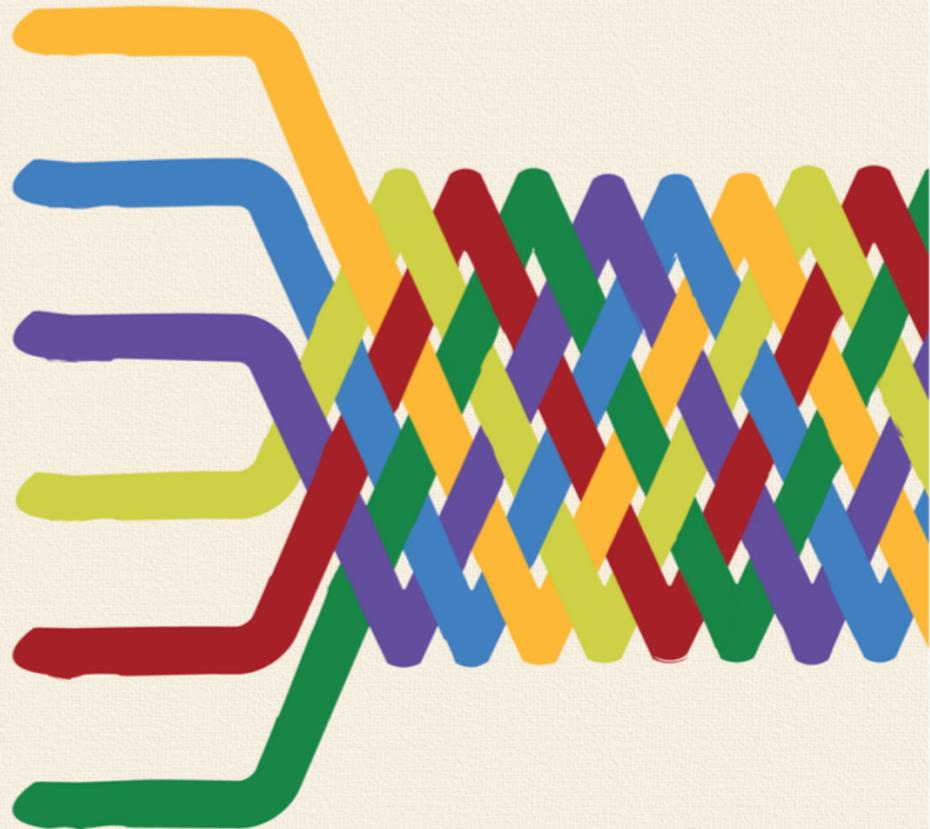
Position educators as learners working to improve their practice

BALANCED POWER

Attend to power imbalances and plan for equal voice and influence

FAMILY-DRIVEN GOALS

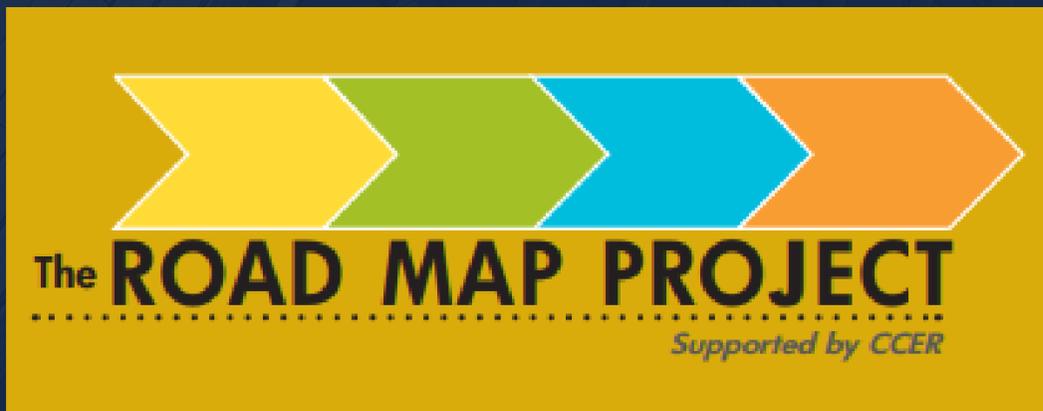
Begin with and prioritize family goals and concerns



How

Charting a Course to Equitable Collaboration:

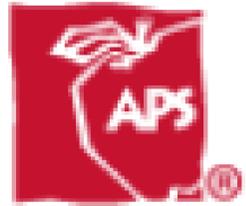
Learning from Parent Engagement Initiatives in the Road Map Project



Recommendations

1. Create a reciprocal, collective, and equitable vision of family engagement tied to improving educational systems.
2. Recognize and address inequities in power between districts and community-based organizations.
3. Recognize and address inequities in power between policymakers, professional educators, and parents/families.
4. Create and sustain a culture of professional learning in family engagement practice.
5. Provide multiple opportunities for engagement that foster parent-to-parent networks and leadership.
6. Prioritize family engagement work as a strategic, shared responsibility.
7. Invest in building educator capacity.
8. Cultivate a welcoming learning environment for families and community.
9. Identify and leverage cultural brokers to foster culturally responsive relationships between parents/families, teachers, and other educators.
10. Establish a regional policy for equitable parent/family engagement.
11. Foster cross-organizational learning and capacity-building around equitable practice in family engagement.
12. Create systems, policies, and practices of equitable collaboration between organizations within the collective impact initiative.

How



ALBUQUERQUE
PUBLIC SCHOOLS

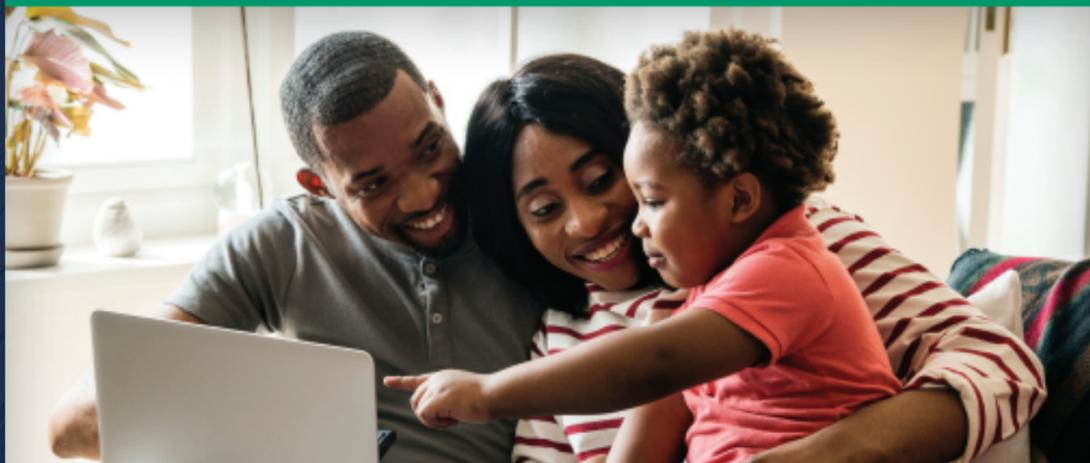
Family Engagement Best Practices and Assessment Family Engagement Collaborative

How

AUGUST 2018

Full, Equal and Equitable Partnerships with Families

Connecticut's Definition and Framework for Family Engagement



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Connecticut Office of
Early Childhood

Connecticut Early Childhood
Funder Collaborative
A PROJECT OF:



CONNECTICUT
COUNCIL for
PHILANTHROPY

- What Does High-Impact Family Engagement Look Like in Early Childhood Programs?
- What Does High Impact Family Engagement Look Like in Elementary Schools?

What is the Vision for Ferndale?

Note Taker

Early Learning Task Force
Session 5: Engaged Families
March 2, 2023

Goal: Families are actively and systematically involved with P-3 teachers and administrators as full partners in helping their child develop, learn, and achieve.

Currently HAVE	What we NEED

Continuity and Pathways

Goal:

Every child, especially those most at risk for school failure, has access to a continuity of services and a clear pathway of high-quality education from birth through 3rd grade.

Guiding Question

What is the vision for Ferndale?

Framework in Action

P-3 Strategies

Access and Continuity of Services

Children's access to high quality learning opportunities is expanded and extended across age/grade levels, especially for children who have been historically marginalized.

P-3 Pathways

Policies and practices are in place that focus on ensuring a stable pathway of high-quality learning opportunities for every child from ECE through 3rd grade.



Community Preschool & Childcare List

P-3 Strategies

Example Implementation Indicators

Access and Continuity of Services

Children's access to high quality learning opportunities is expanded and extended across age/grade levels, especially for children who have been historically marginalized...

District/Community Administrators

- Have a clear understanding of the demographic characteristics of children and the availability of high-quality programs/schools in the community.
- Increase the number of slots available for children to attend full-day PreK.
- Increase the number of slots available for children to attend full-day Kindergarten.
- Encourage and support community-based ECE programs to co-locate classrooms at elementary schools.
- Increase children's access to after-school, extended learning opportunities, and community supports.
- Establish multiple, common transition forms and processes to be used across all schools, classrooms, settings, and age/grade levels.
- Advocate for expansion of public investment in programs and services that directly provide learning and development supports to young children, P-3.

Principals/Site Administrators:

- Establish and sustain mechanisms to maximize instructional time and individualize support for every child.

Teachers

- Demonstrate an understanding of resources available to extend children's learning time, in both school-based and community-based ECE programs.

Families

- Have accessible information about ECE and after-school programs, extended learning opportunities, and community supports.
- Recognize importance of regular attendance of their children in ECE programs and school days.

Extended Learning Opportunities

P-3 Pathways

Policies and practices are in place that focus on ensuring a stable pathway of high-quality learning opportunities for every child from ECE through 3rd grade.

District/Community Administrators

- Develop data-informed means to understand **feeder patterns** into elementary schools and student **mobility** across programs/schools.
- Annually update a mapping of “feeder patterns” of children into public school and of mobility patterns across age/grade levels.
- **Expand co-location of ECE classrooms at elementary schools.**
- Secure school district as grantee for **state-funded PreK and/or Head Start slots.**
- Actively seek, build, and support **cross-sector collaborations** with community-based ECE programs.

Principals/Site Administrators

- Expand and strengthen **partnerships across ECE/school feeder patterns.**
- Establish policies and practices that match the most underserved students with the teachers who can best support them, **year after year (e.g., intentional child:teacher assignment; teacher looping; mixed-age classrooms).**

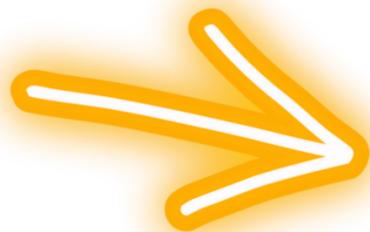
- Inform families why it is important children **attend the same program/school from year to year.**

Teachers

- Use **common transition forms and processes.**
- **Review incoming students’ files/portfolios** prior to start of school year and provide similar information to their students’ next-year teachers.
- Engage in **vertical (across age/grade levels) teams to** establish shared priorities, language, instructional practices, and understanding of children’s strengths and needs.

Families

- Perceive their child is receiving a high-quality continuum of learning, P-3.
- Know how and why to advocate for their child to have a **clear, high-quality educational pathway from P-3.**



What is the Vision for Ferndale?

Note Taker

Early Learning Task Force
Session 5: Continuity and Pathways
March 2, 2023

Goal: Every child, especially those most at risk for school failure, has access to a continuity of services and a clear pathway of high-quality education from birth through 3rd grade.

Currently HAVE	What we NEED

Next Time:

Administrator Effectiveness

Administrators (district superintendents, school principals, ECE directors) actively create a culture and organizational structures that ensure the quality of P-3 learning.

Follow our work on the
[FSD website](#)

Next Meeting
Thursday, March 16

Teacher Effectiveness

Teachers are actively dedicated to providing high-quality instruction and effective learning experiences for all children, P-3.