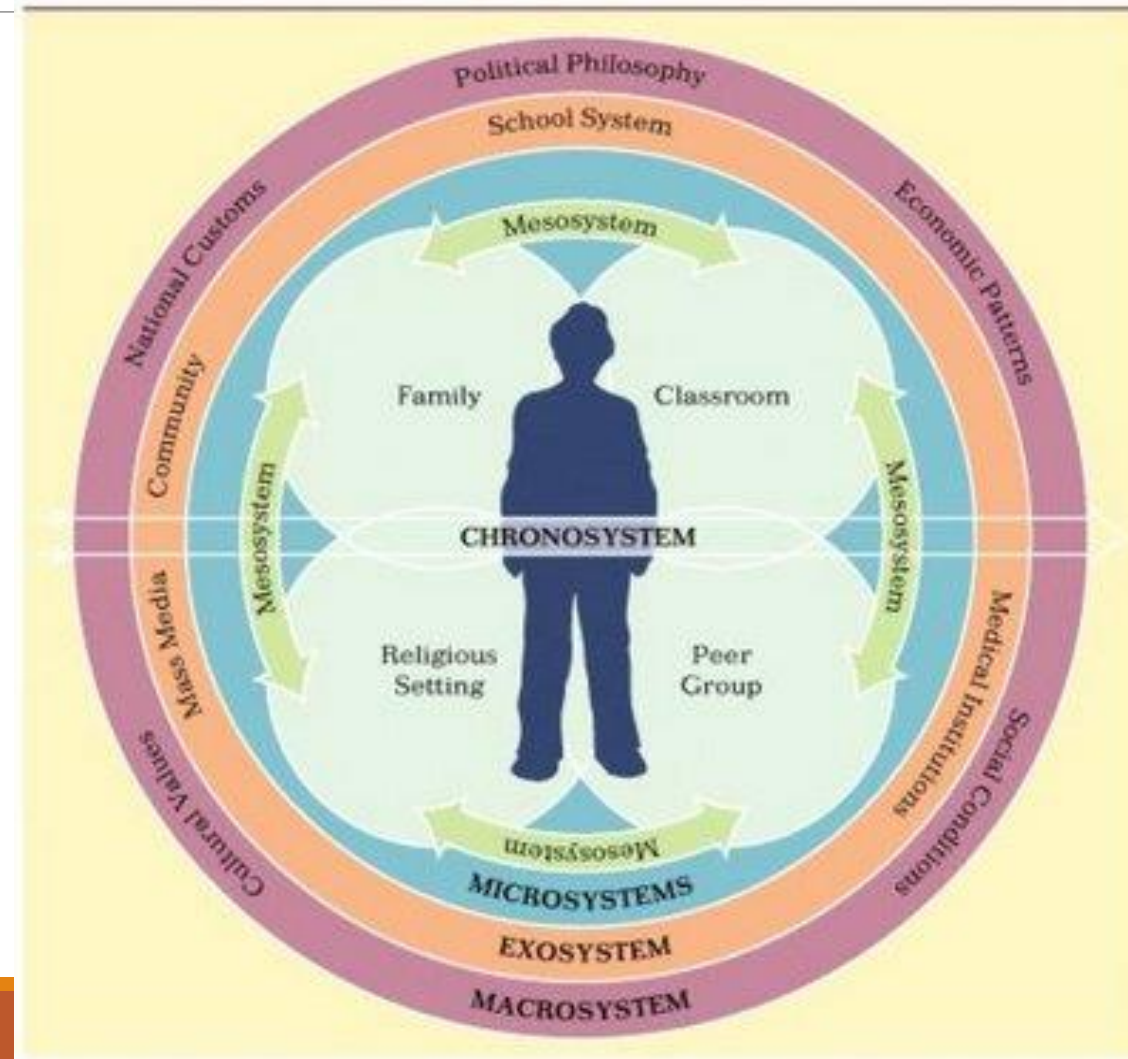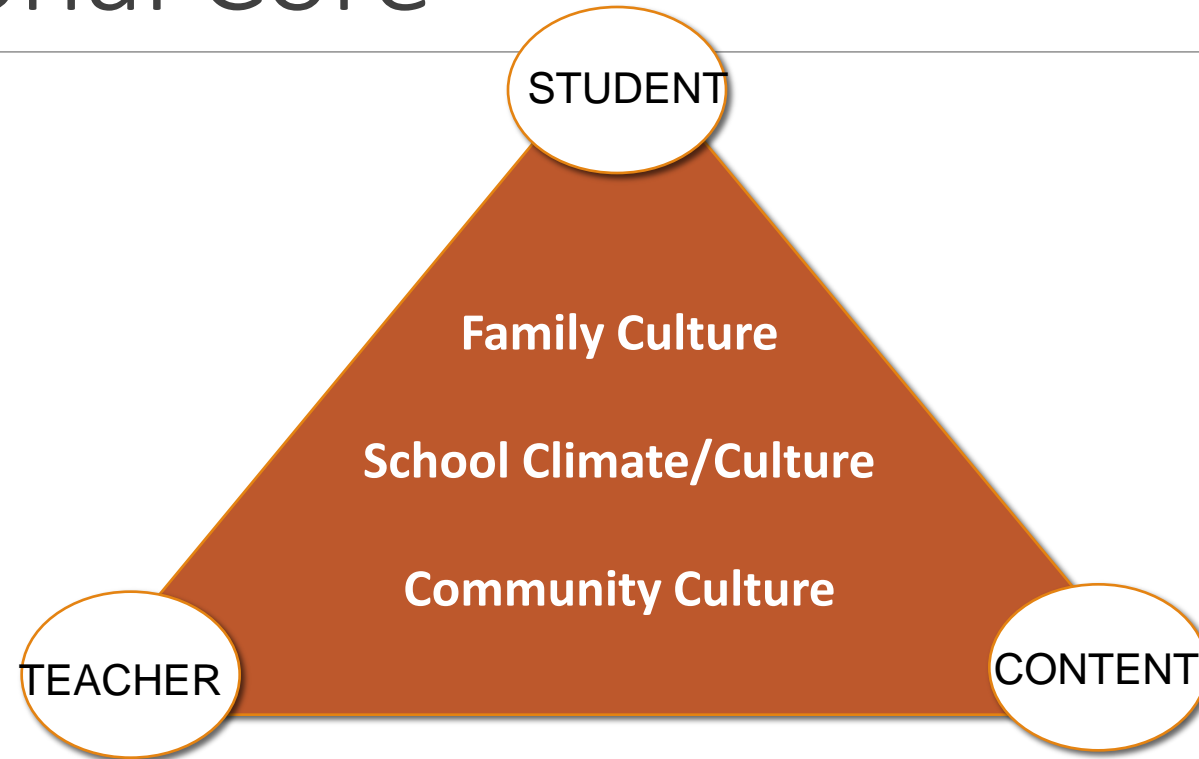# ENGAGEMENT AS A LEVER FOR SCHOOL IMPROVEMENT

MICHELE P. BROOKS, PRINCIPAL CONSULTANT

TRANSFOMATIVE SOLUTIONS IN EDUCATION

BRONFENBRENNER'S ECOLOGY OF HUMAN DEVELOPMENT

Instructional Core*

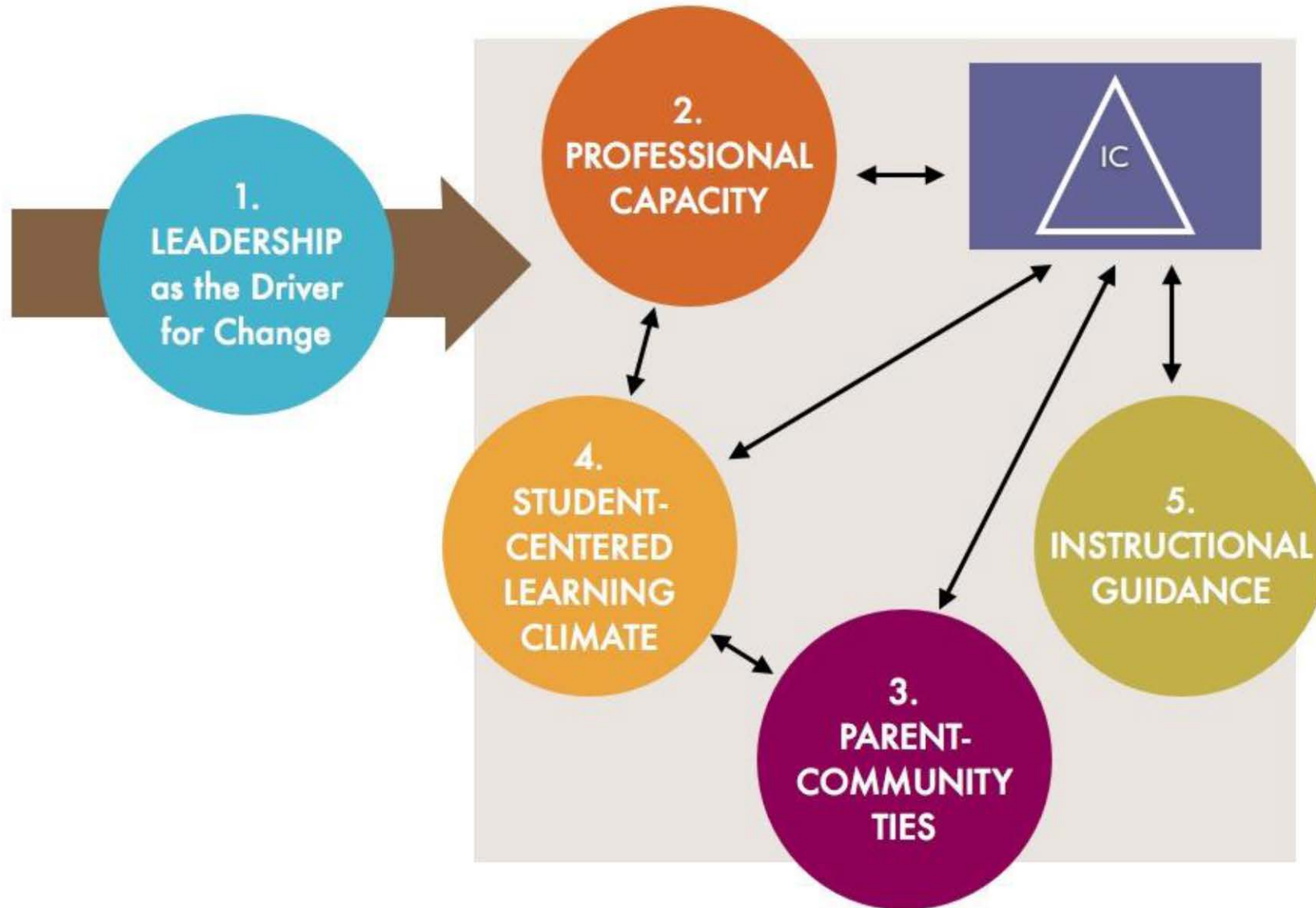STUDENT

Family Culture

School Climate/Culture

Community Culture

TEACHER

CONTENT

THE CLASSROOM IS THE UNIT OF CHANGE

Adapted from "*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*"

FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research

DUAL CAPACITY FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS

Provides a "compass" for implementing effective engagement practice

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

OPPORTUNITY CONDITIONS

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

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

ORGANIZATIONAL CONDITIONS

Systemic across the organization

Integrated and embedded in all programs

Sustained with resources and infrastructure

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Askwith Forum – Harvard University "If you want to go fast go alone, If you want to go far go together"

ENGAGEMENT AS A STRATEGY FOR IMPROVEMENT PART II

BREAKOUT

PART II - BREAKOUT

Deeper dive in strategies and infrastructure to support engagement as a lever for student learning & school improvement

The Dual Capacity-Building Framework for Family–School Partnerships

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Process Conditions

Linked to Learning

Relational

Developmental vs Service Oriented

Collaborative

Interactive

Process Conditions

At your tables discuss engagement strategies that your district is implementing;

◦ How do they align with the Process Conditions?

◦ Are there adjustments that can be made to bring them into greater alignment?

ORGANIZATIONAL CONDITIONS

Systemic across the organization

Integrated and embedded in all programs

Sustained with resources and infrastructure

SNAPSHOT OF YOUR DISTRICT

Turn & Talk:

How is engagement supported district-wide?

Is there opportunities to embed engagement practice across departments?

Are there resources that can support sustainability?

CONDITIONS FOR ENGAGEMENT

Leadership articulates & models core beliefs

Expectations, supports & accountability

Clearly defined roles & honored rituals

Allocation of resources & time

SNAPSHOT OF YOUR DISTRICT

Turn & Talk

What are your district's core beliefs regarding engagement?

What does that look like in your schools? - in central office?

What are the expectations? ~ supports? ~ accountability measures?

Preparing to Build Capacity Tool

Inventory – what already exists?

Capacity
◦ Who or what resources currently are in place?
◦ What do we do well?
◦ Where are the gaps?

Supports
◦ Who are your allies?
◦ What "quick win" could promote and garner support?

Q & A