



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Effective and Collaborative Implementation of Family Engagement Resources

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Developed by the Technical Assistance Partnership for Equity at Bank Street College of Education

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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Agenda

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- Welcome and Introductions
- Purpose
- General Facilitation Best Practices
- Break
- Training Resources and Activities
- Break
- Reflections and Q&A
- More Tools and Resources



*¡Bienvenido/as!*  
**Jere jeff!**  
환영합니다!  
**Welcome!**

# Self Introduction and Renaming

Ensure your name, identity and pronouns appears as you will want to be addressed.

Utilize the chat box to:

- Introduce yourselves
- Ask and respond to questions to be the best of your ability
- Support and respect individual identities



# Norms and Agreements

## The Four Agreements

1. Stay Engaged
2. Speak Your Truth
3. Experience Discomfort
4. Expect and Accept Non-Closure

## The Six Conditions

1. Focus on Personal, Professional and Community
2. Be Culturally Responsive and Sensitive
3. Normalize Social Construction and Multiple Perspectives
4. Monitor Agreements and Conditions, and Establish Parameters
5. Use and Respect the Community's Social Norms
6. Examine the Presence and Role of Leadership, Power and Resistance

# Set Your Intentions

## Who will I be in the learning space?

- **Intention Setting**
  - Is within your sphere of control
  - Is a statement about who and how you want to be
  - Is not goal - or outcome-oriented
- **Example:**
  - I want to be open to new ideas and learning
  - I want to be fully present
  - I want to be courageous

Maimuna Mohammed (NY '15) was published in the New York State Association for Education of Young Children Reporter this month with her article about **International Classroom Family Engagement**. She brings a whole new meaning to the phrase "It takes a village to raise a child."

# Protocol: An Exercise in Understanding Preferences in Group Work

- Note the distribution among the “directions”: What might it mean?
- What is the best combination for a group to have? Does it matter?
- How can you avoid being driven crazy by another “direction”?
- How might you use this exercise with others? Students?

	<p><b>North</b>  <i>Acting – “Let’s do it;”          Likes to act, try things,          plunge in.</i></p>	
<p><b>West</b>  <i>Paying attention to detail          – likes to know the who,          what, when, where and why          before acting.</i></p>		<p><b>East</b>  <i>Speculating – likes to look          at the big picture and the          possibilities before acting.</i></p>
	<p><b>South</b>  <i>Caring – likes to know          that everyone’s feelings          have been taken into          consideration and that their          voices have been heard          before acting.</i></p>	



# Learning Objectives

- Explore meaningful and equitable training resources/tools to support effective family engagement and communication.
- Explore the use of critical thinking skills to deepen connection and understanding of the resources to support equitable collaborative family engagement.
- Share examples of different resources that could foster effective and equitable family engagement practices.
- Use an assessment worksheet to help build capacity for reflection on resource designs and approaches for effective family engagement.

# Conceptual Framing (1)

## **NYSED Blueprint**

- Parents and other family members, are engaged as meaningful partners in the Special Education process and the education of the child

## **NYSED Culturally Responsive-Sustaining Education (CRSE) Framework**

- Families and community members can cultivate a Culturally Responsive Sustaining Education for Students

# Conceptual Framing (2)

## Early Childhood Education (ECE) Strength Based Practices

- Parents and other family members, are engaged as meaningful partners in the Special Education process and the education of the child

## Center on Culture Race & Equity (CCRE) Change Model - Equity Approach

- Families and community members can cultivate a Culturally Responsive Sustaining Education for Students

# Break

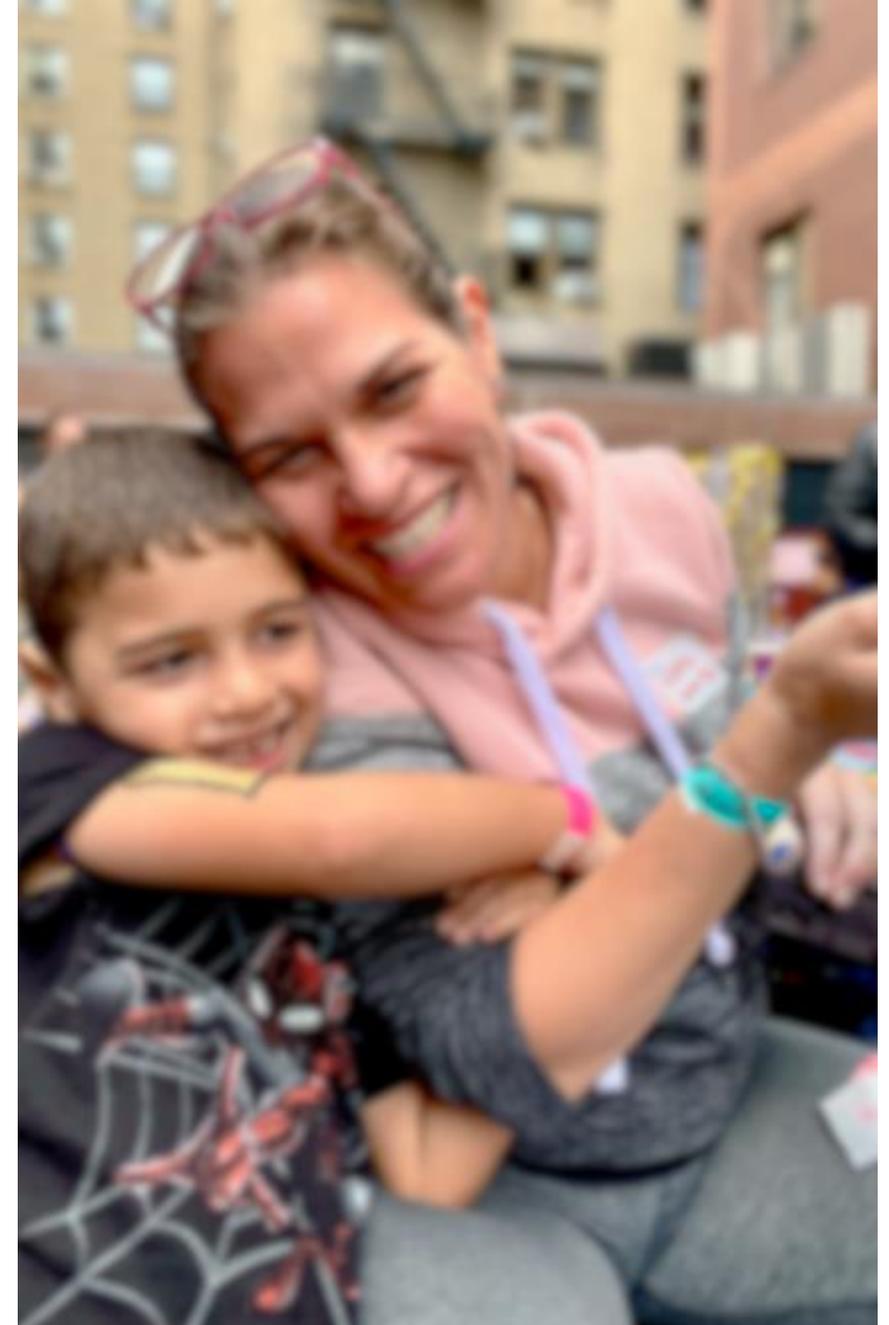
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**Pause**  
**Stretch**  
**Breathe**



# Effective Equitable and Collaborative Family Engagement

- What do you think equitable effective & collaborative family engagement **should be**?
- How important is equitable effective and collaborative family engagement to **student outcome**?
- What are the missing links to **authentic** family engagement?



# Effective Family Engagement

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- Focuses on building trusting and collaborative relationships among educators, families, and community members.
- Should support diverse families of various backgrounds and socio-economic differences.
- Recognizes, respects and addresses each families' needs.
- Embraces a philosophy of partnership where power and responsibility are shared between school and community.
- Involves incremental progress as the program evolves, is seen and collectively enjoyed.
- Connection to curricular and instructional reform – as cultural changes are happening, so too should training for educators and the materials and approaches with which students are being taught.

# **Creating Collaborative family engagement resources**

**How do we create or gauge an equitable effective and collaborative family engagement resource?**

# Effective, Equitable, and Collaborative

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## Family engagement needs to be assessed to see:

- If the resource or tool is doing what it is designed to do.
- What are its strengths and what may be missing.
- What challenges it may present.
- What value it brings in supporting authentic, equitable and collaborative engagement practices.

# In this next section, we will specifically

- Explore supplementary resources to support equitable collaborative family engagement and practices
- Learn to use critical thinking strategies and engagement to interact with the supplementary resources, collaboratively
- Use an equitable assessment worksheet to interrogate the supplementary resources' effectiveness during collaborative family engagement

# List of Supplementary Resources

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- Parent Teacher Conference Booklet
- Guide to Respectful Conversation
- Parent Engagement and Trauma
- Resistance and Emotional Masks during Engagement



# Small Group Activity 1

First 10 minutes

# Resource #1: Parent Teacher Conference Booklet

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- What kind of resource do you think this is?
- What kind of information can families gain from this?
- How do you think this resource can empower families?

# Resource #2: Guide to Respectful Conversations

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- How do you think this resource can empower families?
- What does respect mean in family engagement spaces?
- How does race, culture, gender, and other parts of people's identities impact what is considered respectful conversation? How can you find out more?

# Resource #3: Parent Engagement and Trauma

- What do you consider to be trauma?
- How might trauma impact families relationships with schools and vice versa?

# Resource #4: Emotions and Resistance

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- How do emotions or resistance show up during family engagement practices?
- Whose emotions and whose resistance show up?
- What influences that behavior?
- Again, think critically about the identities and experiences of all families, and be careful not to move to deficit thinking around these same families.



# Large Group Sharing and Reporting

Please use the chat or the “raise hand” function to speak.

# Small Group Activity 2

## Resource Assessment Worksheet



Resource Assessment Worksheet

### Resource Assessment Worksheet

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**Resource Interrogative Worksheet:** How helpful or effective are these resources?

**Resource Title:** Example-Parent Teacher Conference Resource

**Prompt Questions:**

- How does this resource provide access for collaborative engagement? In what ways?
- How is this resource an asset for improving collaborative engagement? In what ways?



# Small Group Activity 2

Next 20 minutes

# Resource: Parent Teacher Conference Booklet Snapshot

**This booklet contains information about the:**

- Purpose of the conference
- Purpose of the conference report
- Role of parents and teachers in a conference
- Vocabulary used to describe student progress in a conference

# Resource: Guide to Respectful Conversations Snapshot

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Here are some suggestions from the guide:

- Acknowledge That You and Others Might Have Moments Of Discomfort
- Use “I” Statements
- We All Make Mistakes
- Be Intentional About Your Language

# Resource: Parent Engagement and Trauma Snapshot

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- Defining trauma
- Caring for ourselves as we care for others
- Coping and Healing
- Building knowledge and skills for a trauma informed culture
- Creating a program-wide trauma informed culture

# Resource: Emotions and Resistance

## Snapshot

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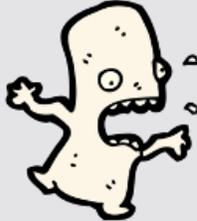
- Resistance = Power is present
- Resistance Masks = Strong Emotions

**RESISTANCE MASKS**

**STRONG EMOTIONS**

**1 FEAR**

Fear of the unknown. Fear of loss, of lack of control, of not being accepted, fear of rejection. Fear of loss of status, of being unable to do something, of being perceived as being incompetent. Fear of putting time and effort into something that's not worth it, won't be useful or valued. Fear is **often** behind resistance.



# Large Group Reflection Questions



- How on the mark was the resource for collaborative and effective family engagement?
- What could be missing here?/ What hasn't this resource considered?
- What are the implications of this tool?
- Explains a paradigm shift that is needed to re-define what it means to engage families.
- Did the assessment tool outline important distinctions in the way families become partners in the school?

# Effective Equitable and Collaborative Family Engagement

- Focus on building trusting and collaborative relationships among educators, families, and community members.
- Should support diverse families of all backgrounds and socio-economic differences
- Equitably recognize, respect and address each families' needs.
- Embrace a philosophy of partnership where power and responsibility are shared between school and community.
- Incremental progress as the program evolves is seen and collectively enjoyed.
- A connection to curricular and instructional reform – as cultural changes are happening, so too should training for educators and the materials and approaches with which students are being taught.

# More tools and resources

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- Promote deeper thinking during engagements
- Spheres of influence and controls

# Thank you

