

# FAMILIES AS PARTNERS

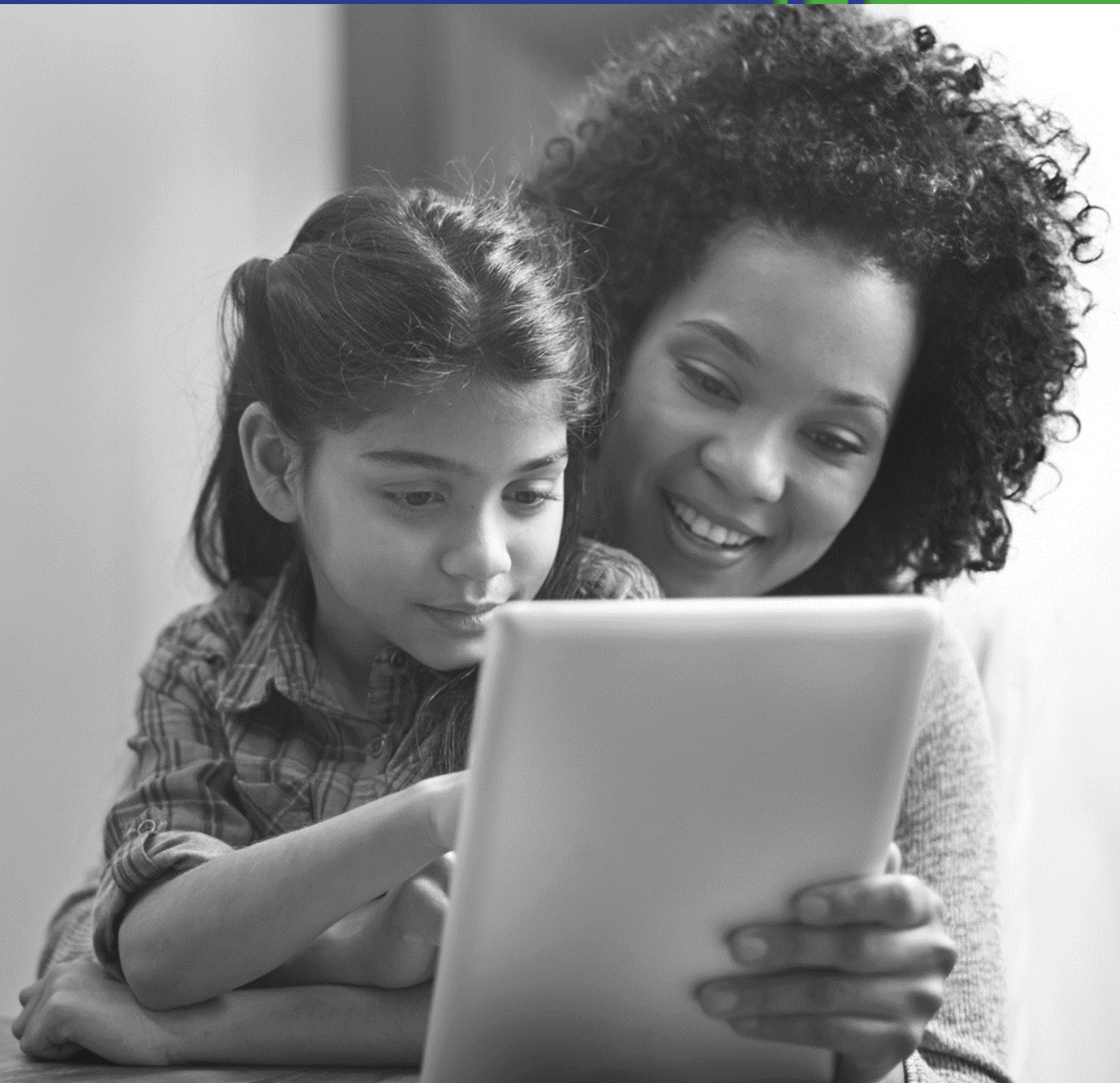
SUPPORTING RELATIONSHIPS, ROUTINES,  
AND RESOURCES

PRACTICAL VIGNETTES

# Families as Partners: Introduction

Supporting Teaching and  
Learning at Home

Practical Vignettes



# Foundation of partnership with families:

## RELATIONSHIPS

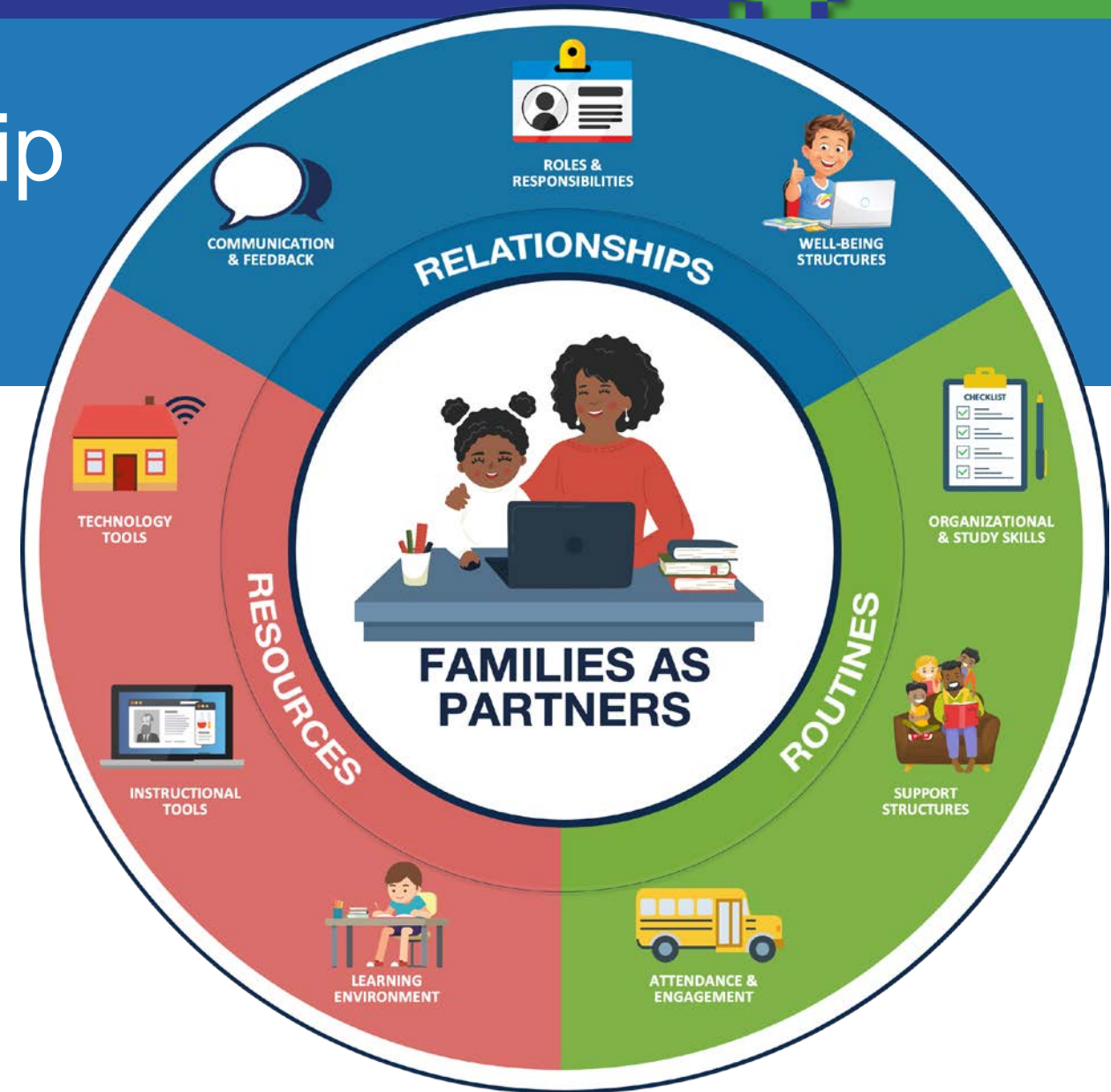
Positive connections that foster interaction and establish a nurturing environment of trust and support.

## ROUTINES

Rehearsed and predictable practices that provide structure to support efficient and effective learning.

## RESOURCES

Materials, Tools, and Supplies to support active learning and skill development.



# Families Supporting Learning at Home

## RELATIONSHIPS

Positive connections that foster interaction and establish a nurturing environment of trust and support.

## ROUTINES

Rehearsed and predictable practices that provide structure to support efficient and effective learning.

## RESOURCES

Materials, Tools, and Supplies to support active learning and skill development.



FAMILIES



EDUCATORS



LEADERS

# Building on what we know

Build on **what we know** about effective practices and **apply** that **to Remote learning**

## RELATIONSHIPS

Positive connections that foster interaction and establish a nurturing environment of trust and support.

## ROUTINES

Rehearsed and predictable practices that provide structure to support efficient and effective learning.

## RESOURCES

Materials, Tools, and Supplies to support active learning and skill development.



FAMILIES



EDUCATORS



LEADERS

# Relationships, Routines, Resources



## RELATIONSHIPS

### POSITIVE CONNECTIONS

Foster relationships by focusing on empathy, positive regard, genuineness, and student-centered approach



## ROUTINES

### REHEARSED AND PREDICTABLE RESPONSES

Maximize learning time by implementing clear and consistent procedures and structures<sup>8</sup>



## RESOURCES

### MATERIALS, TOOLS, AND SUPPLIES

Provide equitable access to resources, such as supplies and technology, to set students up for success

# Relationships Overview

Positive connections that foster interaction

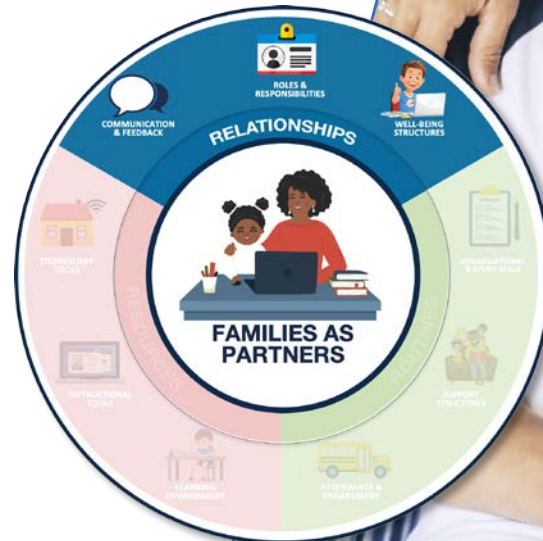
COMMUNICATION  
& FEEDBACK



ROLES &  
RESPONSIBILITIES

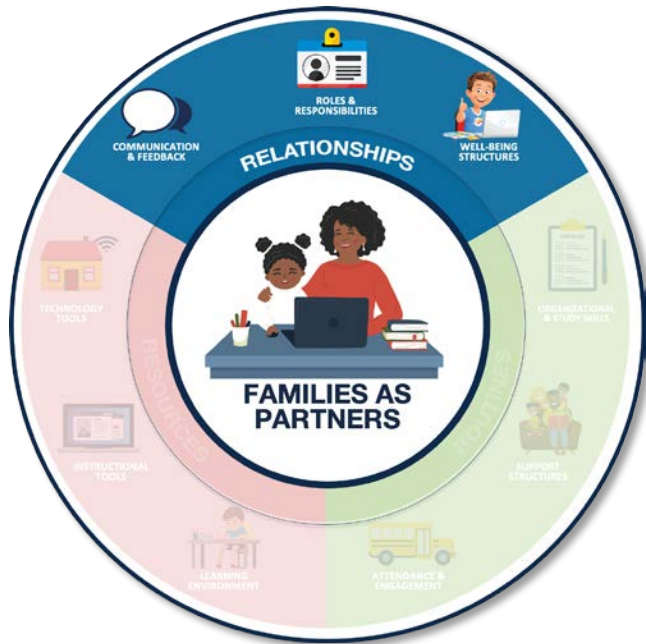


WELL-BEING  
STRUCTURES



# Vignette #1: Communications & Feedback

Relationships  
Interaction  
of trust and support



COMMUNICATION  
& FEEDBACK





# Strategy: Listen to Learn

**THIS FAMILY** has questions and suggestions for the teacher. The child's parents are **RELUCTANT TO SHARE FEEDBACK**.

- Foster two-way communication

- Thank families for their support and encourage dialogue through outreach and vulnerability

# Providing a Safe Space

Now it is time to **PREPARE QUESTIONS AND SUGGESTIONS**. If you have a helper with you, check if they have any suggestions too.

- Implement Consistent Feedback Routines
- Intentionally Involve Families
- Listen and Respond Appropriately

- Foster two-way communication

- Thank families for their support and encourage dialogue through outreach and vulnerability

## SEEK TO UNDERSTAND, THEN TO BE UNDERSTOOD

When we **take time to really**

on  
nd

## FOSTER TWO-WAY COMMUNICATION

Two-way communication is critical to increasing parent involvement and **positive relationships**.<sup>12</sup>

## APPRECIATE THE PARTNERSHIP

Build partnerships through communication, fostering involvement, and appreciation.<sup>12</sup>



Communication & Feedback Strategy:  
**Listen to Learn**

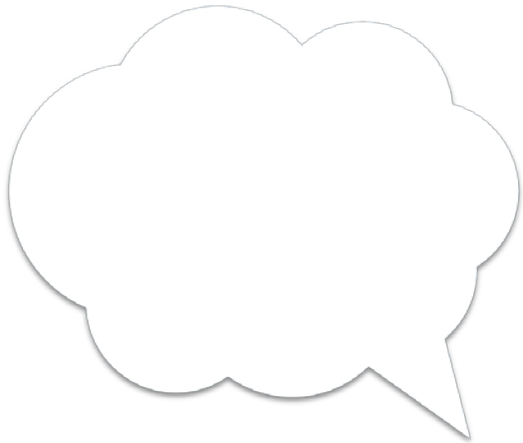
# Communications & Feedback Questions/Suggestions



REFLECT AND DRAIN FORM

DONE

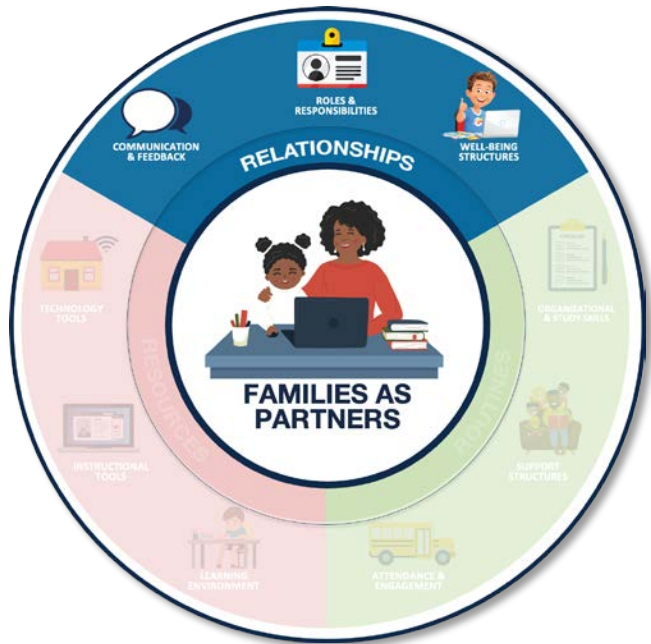
CLASS



Questions/Suggestions

# Vignette #2: Roles & Responsibilities

Relationships  
Interaction  
of trust and support



# Strategy: Listen to Learn

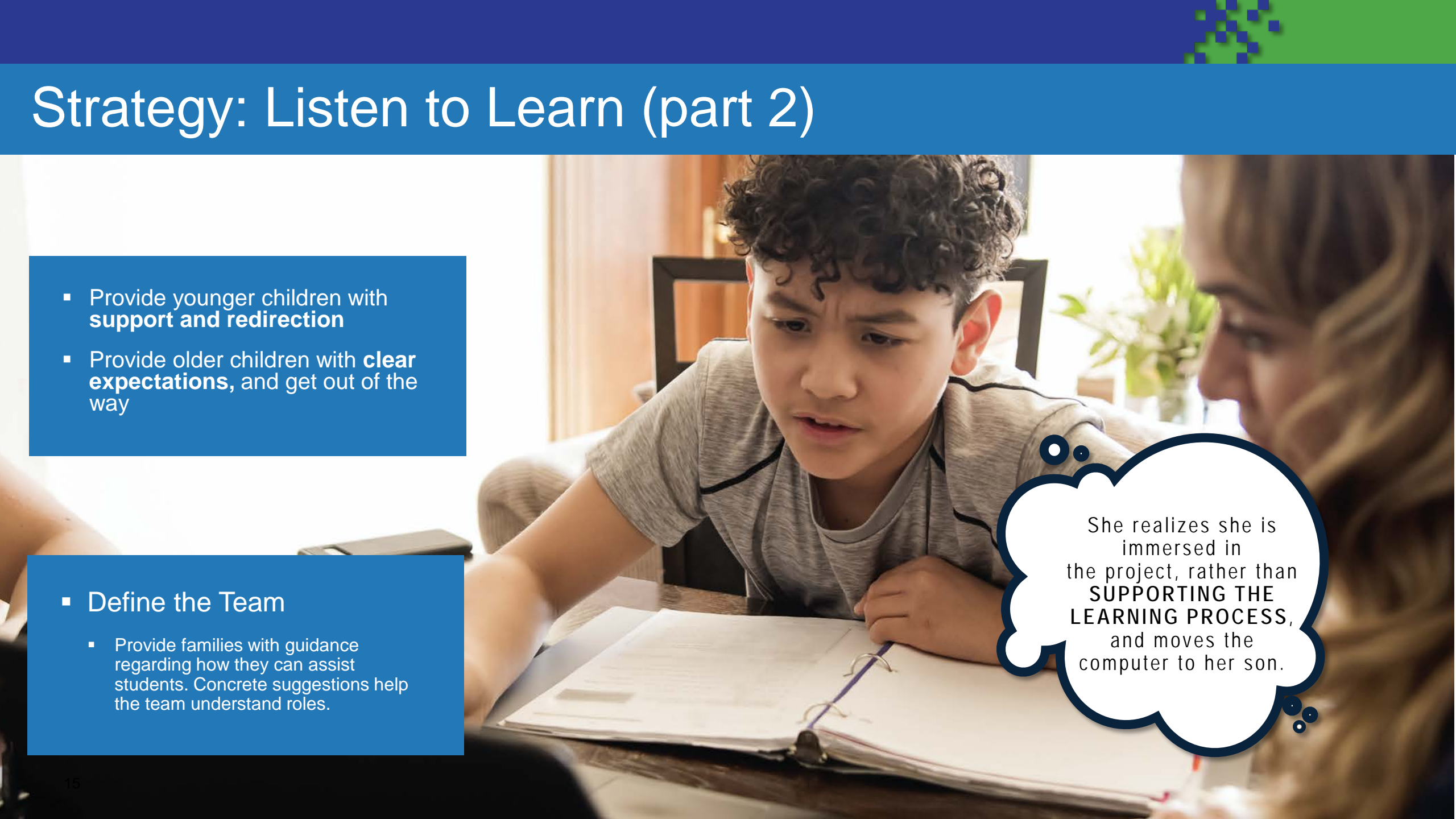
This mom is **WONDERING**  
**HOW MUCH TO ASSIST**  
**HER SON** with this project.

- Define the Team
  - Provide families with guidance regarding how they can assist students. Concrete suggestions help the team understand roles.

# Strategy: Listen to Learn (part 2)

- Provide younger children with **support and redirection**
- Provide older children with **clear expectations**, and get out of the way

- **Define the Team**
  - Provide families with guidance regarding how they can assist students. Concrete suggestions help the team understand roles.



She realizes she is immersed in the project, rather than **SUPPORTING THE LEARNING PROCESS**, and moves the computer to her son.

## STUDENT ACHIEVEMENT IS POSITIVELY IMPACTED

When families are involved with school, there is a **positive**

## CONSIDER THE LIFT FOR PARENTS

Consider how to best cultivate a partnership. It can be **difficult** for families to **help with certain content**.<sup>12</sup>

## PERSONALIZE THE PARTNERSHIP

Not all families are able to support remote learning the same way. Educators must be flexible and adapt based on families' needs.<sup>12</sup>



Roles and Responsibility Strategy:  
**Listen to Learn**



# Roles & Responsibilities: Supporting Learning<sup>5</sup>



## OLD PRACTICE

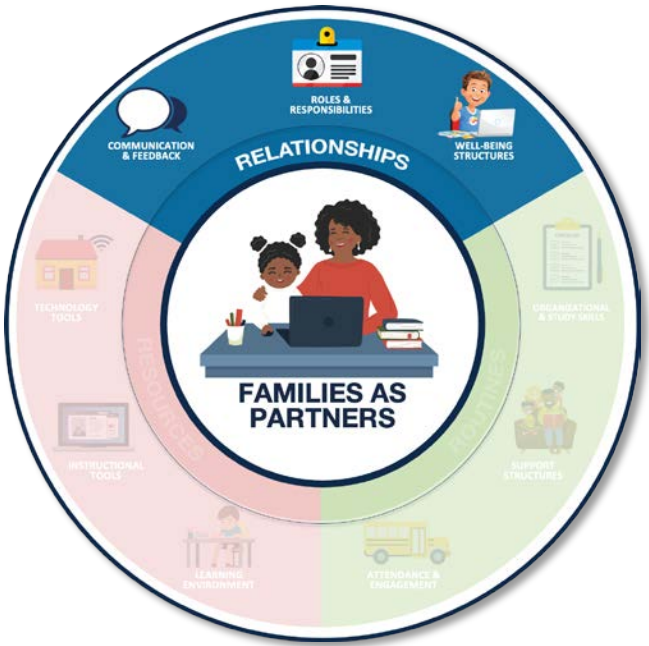
- Review my child's writing and write corrective notes
- Provide praise that sounds like "You are so smart!"
- Say "Math is hard. I am not very good at it either."
- Read with my child and state the correct way to read words.
- Compliment the product. "You got that right."

## UPGRADED PRACTICE

- Sit with my child and ask questions and offer suggestions.
- Provide praise that sounds like "You are working hard!"
- Say, "You will improve with practice. How can I help?"
- Say, "Skip that, we can come back" and let them try again.
- Compliment the process and persistence.

# Vignette #3: Well-Being Structures

Relationships  
Interaction  
of trust and support



# Strategy: Healthy Home Habits

This student and/or her family members might **EXPERIENCE STRESS DURING THIS TIME** of extended school closure.

- **Model and promote wellness**

- Wellness challenges have increased during the pandemic. Partner with colleagues to offer additional emotional and physical wellness supports.

# Strategy: Healthy Home Habits (part 2)

- Leverage Special Area Experts
- Encourage fitness, nutrition, rest and balance
  - The school lunch director provides **resources to support home nutrition.**

- Model and promote wellness
  - Wellness challenges have increased during the pandemic. Partner with colleagues to offer additional emotional and physical wellness supports.



## INTENTIONAL SOCIAL-EMOTIONAL LEARNING

success of students, staff, and families.<sup>10</sup>

## FOCUS ON THE WHOLE CHILD

Consider students' non-academic needs. For example, a **successful nutrition program is critical**. Children cannot focus on learning when they are hungry.<sup>10</sup>



Well-Being Strategy:  
**Healthy Home Habits**

# Well-Being Structures: My Plate Pledge<sup>11</sup>



## FRUITS & VEGGIES



- Make half your plate fruits and vegetables every day

## WHOLE GRAINS



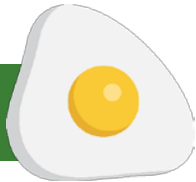
- Ask for oatmeal, whole wheat breads, or brown rice at meals.

## RE-THINK THE DRINK



- Drink fat-free or low-fat milk or water instead of sugary drinks.

## LEAN PROTEIN



- Choose protein foods like beans, fish, lean meats and nuts.

## SLOW THE SWEETS



- Eat sweets, like cookies, once in a while and in small amounts.

## BE ACTIVE



- Be active for at least 1 hour a day. Try walks, sports, and biking.

# Routines Overview

Rehearsed and predictable responses



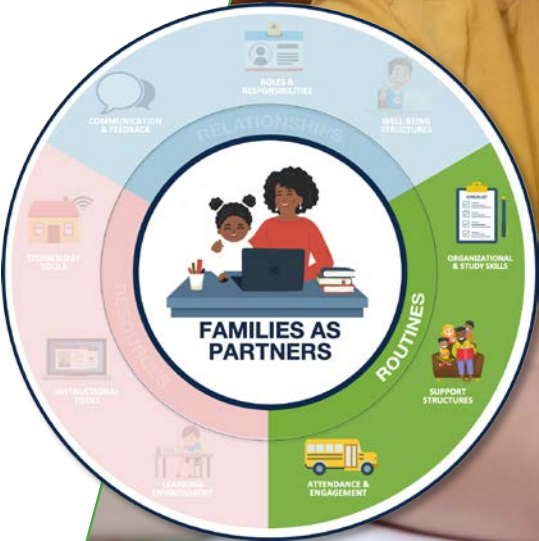
ORGANIZATION & STUDY SKILLS



SUPPORT STRUCTURES

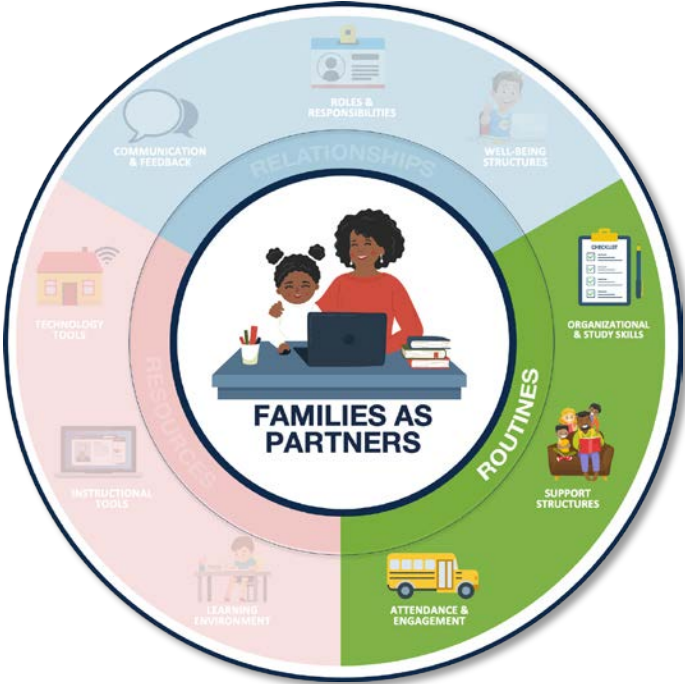


ATTENDANCE & ENGAGEMENT



# Vignette #4: Organizational & Study Skills

...ces  
...cient and  
...creative learning.



**ORGANIZATIONAL  
& STUDY SKILLS**





# Strategy: Encourage Independence

This DAD WORKS OUTSIDE OF THE HOUSE during the day. He knows his TEEN IS STRUGGLING WITH SOME ELEMENTS OF THE REMOTE LEARNING environment.

- Encourage Learning Routines

- Students benefit from structure and consistency. Provide students and families with suggested organizational routines.

# Strategy: Encourage Independence (pt. 2)

- Implement consistent tools (school building standardization)
- Post tools on district website
  - The school provides resources to support students with scheduling, time management, and implementing organizational strategies

## ▪ Encourage Learning Routines

- Students benefit from structure and consistency. Provide students and families with suggested organizational routines.





## DEVELOP EXECUTIVE FUNCTIONING SKILLS

Educators and families should

attention) in middle school. Adults can support students by helping them build awareness of issues and assisting them in implementing skills to address weakness.<sup>4</sup>

## SUPPORT RESILIENCY AND PROBLEM-SOLVING

Don't focus on preventing failure. Through failure, children learn resiliency and problem solving.<sup>4</sup>

Organizational & Study Skills Strategy:  
**Encourage Independence**

# Organizational & Study Skills Study Planning

## Student Planning Resources

### Goals for the week of month

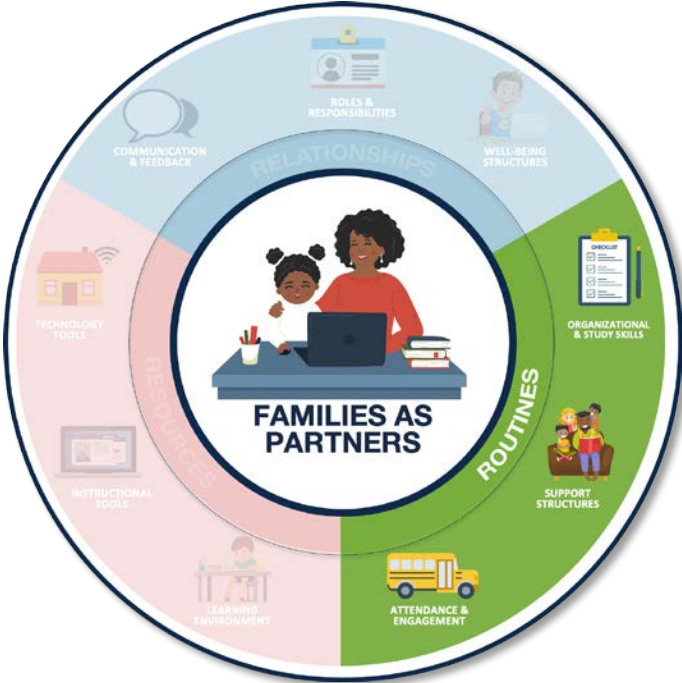
- List organizational goals

### To Do Lists

- List task, deadline, priority

# Vignette #5: Support Structures


...ces  
...cient and  
creative learning.



**SUPPORT STRUCTURES**



# Strategy: Accessible Educators



This student is **INDEPENDENTLY WORKING THROUGH AN ASSIGNMENT**. She **GETS STUCK**. She isn't sure how to best approach a task.

- **Encourage Students to Seek Help**
  - Encourage students to reflect, identify needs, and seek help using a variety of strategies and support structures.

# Strategy: Accessible Educators (part 2)

- Develop plans to support small group and one-on-one needs
- Provide students with tools that support student-to-teacher outreach



- Encourage Students to Seek Help
  - Encourage students to reflect, identify needs, and seek help using a variety of strategies and support structures.

After looking back in her notes and skimming her textbook, she realizes she would benefit from teacher support. **SHE SIGNS UP FOR A SLOT DURING HER TEACHER'S OFFICE HOURS.**

## TEACH STRATEGIES TO SUPPORT INDEPENDENCE

have a question, make an error,  
or do not know what to do next.<sup>7</sup>

## OFFER OFFICE HOURS AND CHECK-IN CONFERENCES

To support relationship building  
and student learning, implement  
virtual office hours and check-in  
conferences with families and  
students.<sup>7</sup>



Support Structures Strategy:  
**Accessible Educators**



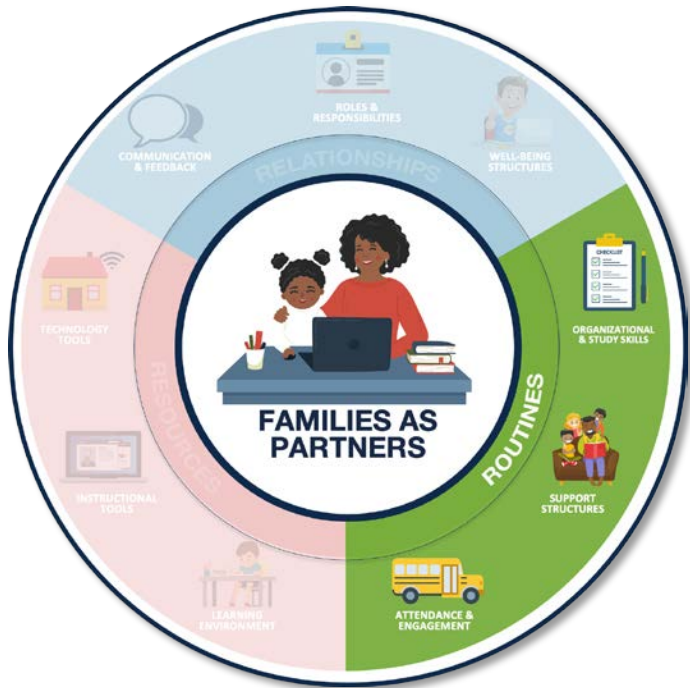
# Support Structures

## “I’m Stuck” Checklist

- Review class notes, handouts, textbooks, and other resources for information
- Check teachers’ websites for explanatory resources
- Search for online resources such as instructional videos
- Develop questions to email my teacher or ask in class tomorrow
- Reach out to a classmate for support
- Schedule a virtual visit with my teacher
- Take a mental break and come back to this challenging work later

# Vignette #6: Attendance and Engagement


...ces  
...cient and  
...creative learning.



ATTENDANCE AND  
ENGAGEMENT



# Strategy: Tactical Touchpoints



This student typically drives to school or is dropped off. Remote learning makes it **LESS CLEAR TO HIS PARENTS WHEN HE IS "AT SCHOOL"**.

- **Keep Parents Informed**

- Foster regular communication about student attendance and engagement using technology, text, and/or mail. Provide specific information.

# Strategy: Tactical Touchpoints (part 2)

- Personalize communication to families when students are absent
- Recognize good and improved attendance

## ▪ Keep Parents Informed

- Foster regular communication about student attendance and engagement using technology, text, and/or mail. Provide specific information.



His family appreciates the school's **COMMUNICATION RELATED TO** his **ATTENDANCE AND GRADES.**

## PROACTIVELY ESTABLISH AMICABLE RELATIONSHIPS

proactively establishing  
relationships.<sup>12</sup>

## IMPLEMENT VIRTUAL FAMILY MEETINGS

Schedule virtual family meetings  
to support chronically absent  
students. Develop individualized  
attendance plans with families  
and students.<sup>2</sup>



Attendance & Engagement Strategy:  
**Tactical Touchpoints**

# Attendance and Engagement

## Routines: Attendance Improvement Plan

- I will post my schedule of classes and log-in information in a visible location.
- I will set alarms / alerts to remind myself to wake up on time and participate in classes.
- I will find a quiet place where I can participate in class and complete my school work.
- If I am absent, I will contact my teachers to find out what I missed.
- I will find a relative or friend to help me resolve a problem impacting attendance.
- Other:

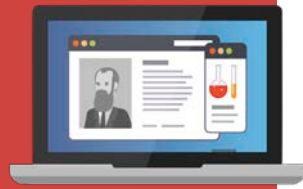
# Resources Overview

## Materials, tools and supplies

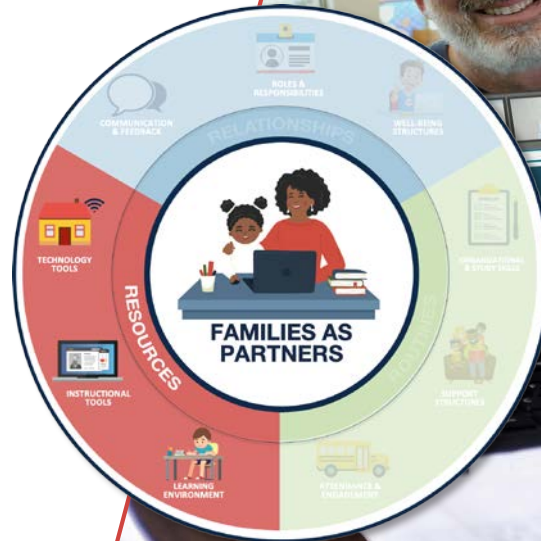
LEARNING ENVIRONMENT



INSTRUCTIONAL TOOLS

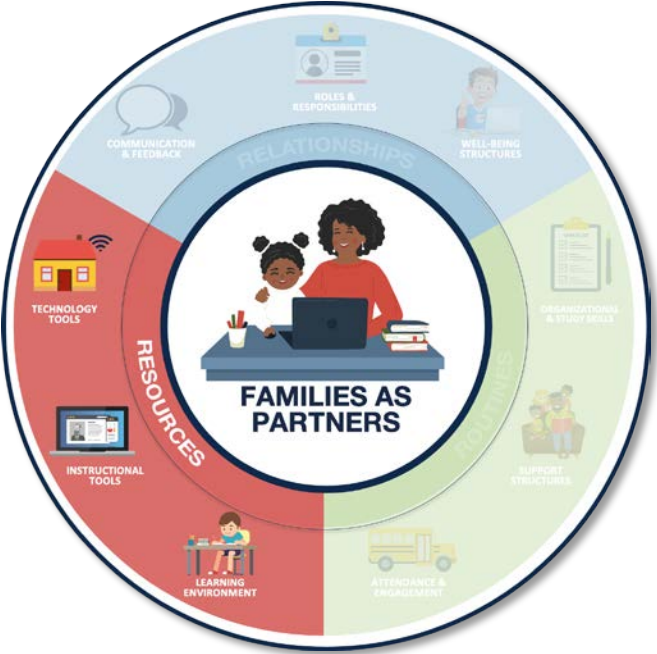


TECHNOLOGY TOOLS



# Vignette #7: Learning Environment

development





# Strategy: Organize and Adapt

AT SCHOOL HER TEACHER HELPS HER KEEP HER SPACE ORGANIZED and assists her in having the correct materials for each lesson.

## ▪ Encourage Home Organization

- Provide students and families with guidance related to the organization of the learning environment and materials.

# Strategy: Organize and Adapt

- Define expectations to maximize learning and minimize distraction

- Her teacher also works with families to make sure students have similar organizational structures at home.

- Encourage Home Organization

- Provide students and families with guidance related to the organization of the learning environment and materials.



## TEACH PROCEDURES AND ROUTINES

## TRANSLATE NORMS TO THE VIRTUAL SPACE

Adjust the norms you would use in a regular classroom to work in a virtual space.<sup>7</sup>

A photograph showing a man and a young man sitting in the front seats of a car. The man is on the left, wearing a light blue sweater, and the young man is on the right, wearing a grey t-shirt. They are both looking towards the right side of the frame. The car's interior and window are visible.

Learning Environment:  
**Organize and Adapt**

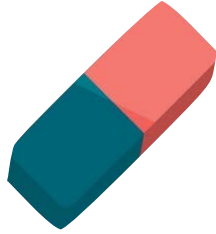
# Resources

## Back-to-School Ready Checklist

▪ 12 PENCILS



▪ 1 ERASER



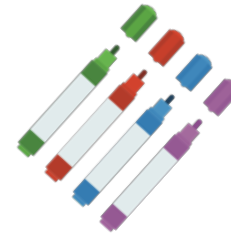
▪ 1 SHARPENER



▪ PAPER OR  
NOTEBOOK



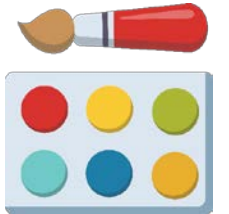
▪ MARKERS



▪ CRAYONS



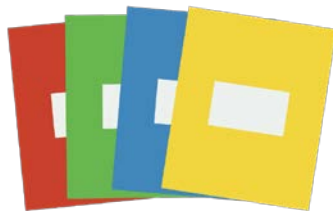
▪ PAINTS



▪ SCISSORS &  
GLUE



▪ FOLDERS



▪ HIGHLIGHTERS



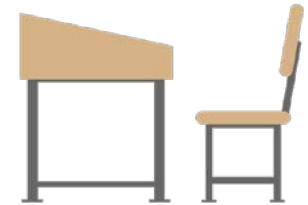
▪ COMPUTER  
& WIFI



▪ SCHOOL  
BOOKS

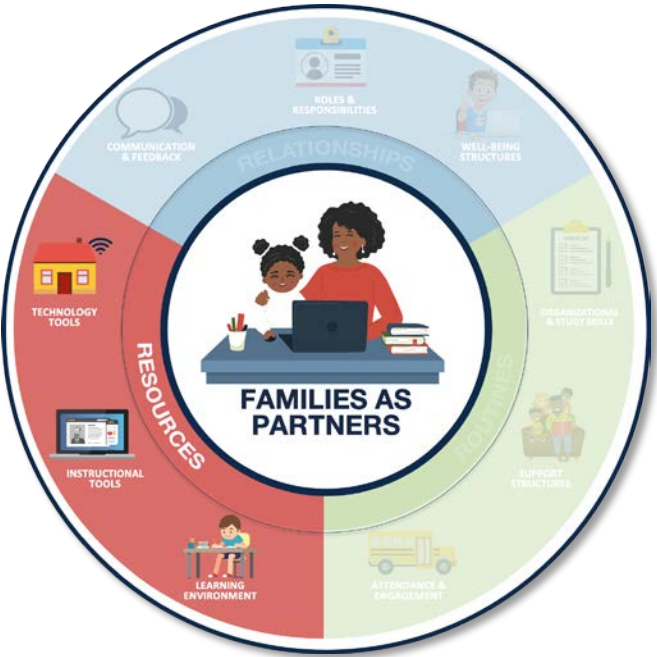


▪ A SPACE




# Vignette #8: Instructional Tools

development



INSTRUCTIONAL TOOLS

# Strategy: Strategic Selections



Schools leverage numerous digital and paper-based instructional tools.  
**SOMETIMES TEENS FEEL OVERWHELMED BY A FULL "BOOK BAG"**  
(and suite of digital tools).

- **Standardize on Resources**

- Deploy a limited number of paper and digital instructional resources.

# Strategy: Strategic Selections (part 2)

- Communicate critical information to support students and families in effectively using district tools
  - This school has standardized on a limited number of instructional tools

## ▪ Standardize on Resources

- Deploy a limited number of paper and digital instructional resources.



# Instructional Tools: Resources

## LEARNING SYSTEM



- Google Classroom login information and basic navigation

## WEB CONFERENCING



- Zoom login information and basic navigation.

## EMAIL



- Gmail login information and basic navigation

## LITERACY SOLUTIONS



- Scholastic, Frackle, and Raz-Kids login details and basic navigation

## MATH SOLUTIONS



- EnVision, IXL, and XtraMath login details and basic navigation

## OTHER



- Information related to logging into and navigating other systems.



## FOCUS ON EFFECTIVENESS AND USEFULNESS

Focus on learning and engagement rather than the

## USE A CONSISTENT AND LIMITED SET OF TOOLS

Technology tool choices should be limited and consistent. Teachers, students, and families can be overwhelmed by too many tools..<sup>7</sup>

## MANAGE EXPECTATION RELATED TO SOFTWARES

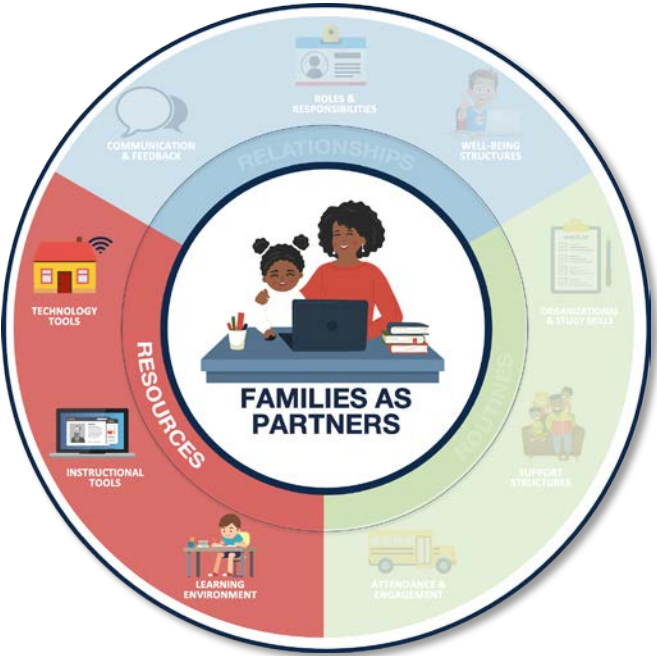
Softwares have strengths and weaknesses. Establish realistic expectations related to softwares..<sup>1</sup>



Instructional Tools:  
**Strategic Selection**

# Vignette #9: Technology Tools

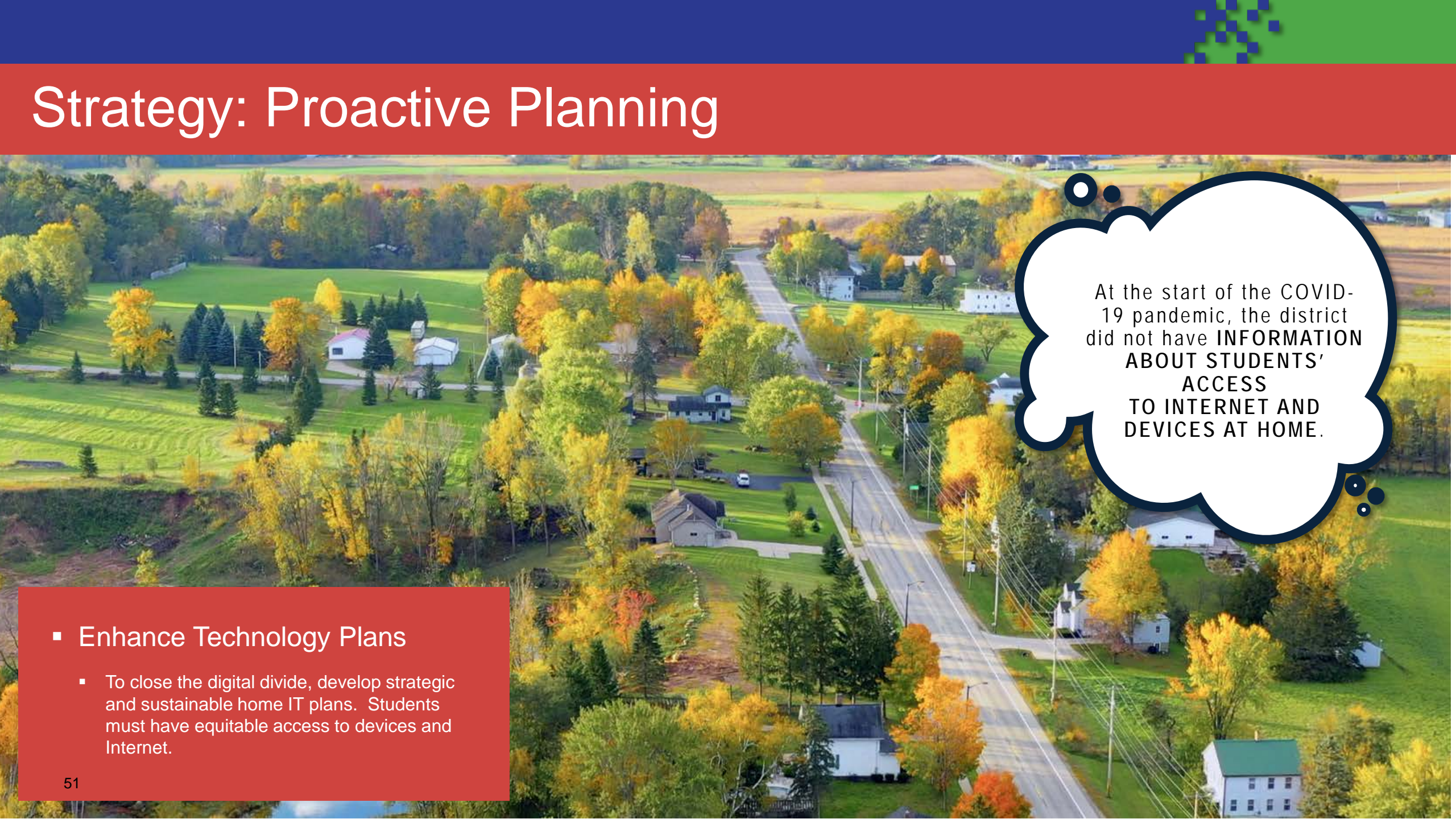
development



TECHNOLOGY TOOLS



# Strategy: Proactive Planning



At the start of the COVID-19 pandemic, the district did not have **INFORMATION ABOUT STUDENTS' ACCESS TO INTERNET AND DEVICES AT HOME.**

## ■ Enhance Technology Plans

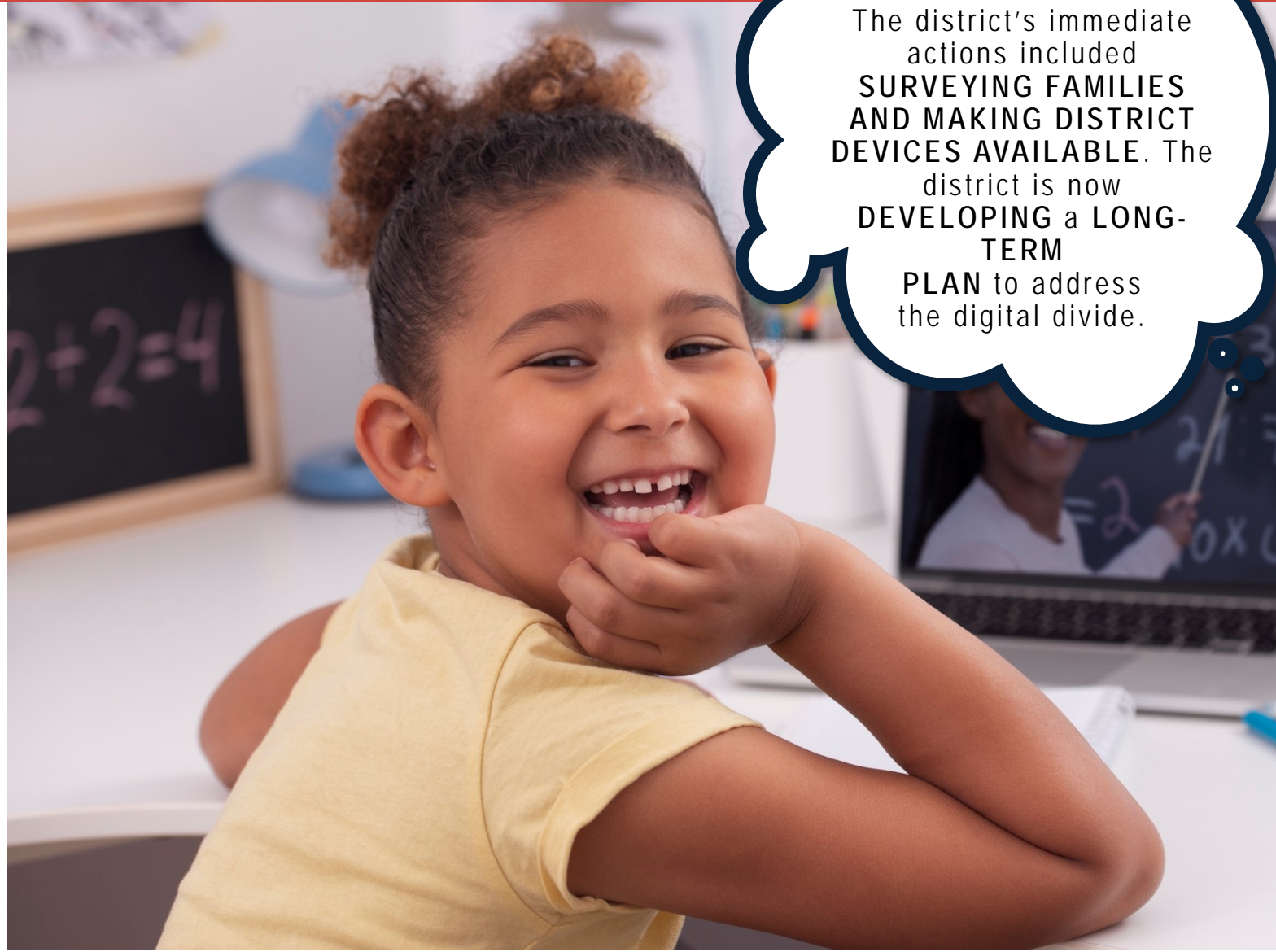
- To close the digital divide, develop strategic and sustainable home IT plans. Students must have equitable access to devices and Internet.

# Strategy: Proactive Planning (part 2)

- Gather device information
- Gather internet information
- Identify internet options available in your community

## ▪ Enhance Technology Plans

- To close the digital divide, develop strategic and sustainable home IT plans. Students must have equitable access to devices and Internet.



The district's immediate actions included **SURVEYING FAMILIES AND MAKING DISTRICT DEVICES AVAILABLE**. The district is now **DEVELOPING a LONG-TERM PLAN** to address the digital divide.

## PROVIDE STUDENTS WITH DEVICES AND INTERNET

Schools should strive to provide students with devices and reliable

## IMPLEMENT THE BEST SOLUTIONS

Internet is not equitably accessible across NYS. When districts can't provide home solutions, implement alternatives. For example, boosting Wi-Fi signals to parking lots.<sup>10</sup>

## MANAGE EXPECTATION RELATED TO SOFTWARES

Minimize frustration by preparing stakeholders for technology problems.<sup>1</sup>



Technology Tools:  
**Proactive Planning**

# Technology Tools: Digital Divide Data Collection

## DIGITAL DIVIDE DATA COLLECTION

### STUDENT INFORMATION:

Last Name

First Name

Grade

Teacher

### DEVICE (e.g., Computer, Chromebook, Laptop, Tablet) INFORMATION:

 School Device \_\_\_\_\_  
Insert Info about Type
 Personal (Family Provided) Device \_\_\_\_\_  
Insert Info about Type
 Personal Shared (Family Provided) Device \_\_\_\_\_  
Insert Info about Type

### INTERNET INFORMATION:

 School Hotspot \_\_\_\_\_  
Insert Info about Type
 Home Internet \_\_\_\_\_  
Insert Info about Type

Home Internet and Cellular Availability

Share names of providers with services available at your home.

**HOME DEVICE AND HIGH-SPEED INTERNET ACCESS**

**connected**  
student can participate in all internet learning experiences

**HOME DEVICE AND LOW-SPEED INTERNET ACCESS**

**partially connected**  
student can participate in some Internet learning experiences

**HOME DEVICE AND NO INTERNET ACCESS**

**not connected**  
student can participate in some digital learning experiences

**NO HOME DEVICE AND NO INTERNET ACCESS**

**not connected**  
student can not participate in any digital learning experiences

# Resource Overview



COMMUNICATION  
& FEEDBACK

LISTEN TO  
LEARN



ORGANIZATIONAL &  
STUDY SKILLS

ENCOURAGE  
INDEPENDENCE



LEARNING  
ENVIRONMENT

ORGANIZE  
AND ADAPT



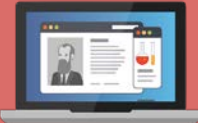
ROLES &  
RESPONSIBILITIES

PARENTS AS  
PARTNERS



SUPPORT  
STRUCTURES

ACCESSIBLE  
EDUCATORS



INSTRUCTIONAL  
TOOLS

STRATEGIC  
SELECTIONS



WELL-BEING  
STRUCTURES

HEALTHY HOME  
HABITS



ATTENDANCE &  
ENGAGEMENT

TACTICAL  
TOUCHPOINTS



TECHNOLOGY  
TOOLS

PROACTIVE  
PLANNING

# Works Cited

- <sup>1</sup> Arney, L. (2015). *Go Blended! A handbook for blending technology in schools*. John Wiley & Sons, Inc.
- <sup>2</sup> Attendance Works. (2020). *Examples of Tiered Practices for Distance or Hybrid Learning*. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/examples-of-tiered-practices-for-distance-or-hybrid-learning/>
- <sup>3</sup> Attendance Works. (2020). *Secondary (middle and high school) Student Success Plan*. [https://www.attendanceworks.org/wp-content/uploads/2019/06/Student\\_Success\\_Plan\\_-\\_Secondary\\_102620v1.docx](https://www.attendanceworks.org/wp-content/uploads/2019/06/Student_Success_Plan_-_Secondary_102620v1.docx) Covey, S. R. (2004). *The 7 Habits of Highly Effective People*. Free Press.
- <sup>4</sup> David-Lang, J. (2016). *The Gift of Failure: How the best parents learn to let go so their children can succeed*. Harper.
- <sup>5</sup> Dickinson, C. (2020). *Parents as coaches: Tactics to support your child during remote learning*. Acera: The Massachusetts School of Science, Creativity and Leadership. <https://www.aceraschool.org/parents-coaches-tactics-support-child-remote-schooling/>
- <sup>6</sup> Engaging Minds Boston Learning and Tutoring Center. (2017, November 6) *Create A Checklist To Get Unstuck*. <https://engagingmindsonline.com/blog-posts/tow-create-a-checklist-to-get-unstuck>
- <sup>7</sup> Fisher, D., Frey, N., & Hattie, J. (2021). *The Distance learning playbook Grades K-12: Teaching for engagement & impact in any setting*. Corwin Press, a Sage Publishing Company.
- <sup>8</sup> Harlacher, J. (2015). *Designing Effective Classroom Management*. Marzano Research.
- <sup>9</sup> Learning Heroes, & Edge Research. (2020, May). *Parents 2020: COVID-19 closures a redefining moment for students, parents & schools*. [https://r50gh2ss1ic2mww8s3uvjvq1-wpengine.netdna-ssl.com/wp-content/uploads/2020/11/LH\\_2020-Parent-Survey.pdf](https://r50gh2ss1ic2mww8s3uvjvq1-wpengine.netdna-ssl.com/wp-content/uploads/2020/11/LH_2020-Parent-Survey.pdf)
- <sup>10</sup> New York State Education Department. (2020). *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance*. <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>
- <sup>11</sup> U.S. Department of Agriculture (2021). *Become a MyPlate Champion*. <https://www.myplate.gov/life-stages/kids>
- <sup>12</sup> Whitaker, T., & Fiore, D. (2016). *Dealing with Difficult Parents*. Routledge Taylor & Francis Group.
- <sup>13</sup> Wong, H., & Wong, R. (2004). *The First Days of School: How to be an effective teacher*. Harry K. Wong Publishing, Inc.





# Additional resources

Additional resources to support the development of positive partnerships with families and other remote learning priorities can be found online at [www.eteachny.org](http://www.eteachny.org).

- Shifting to Teaching Online
- Families as Partners
- Students With Disabilities
- English Language and Multilingual Learners
- Culturally-Responsive Education
- Social Emotional Learning





**eTEACHNY**

TEACHING IN REMOTE LEARNING ENVIRONMENTS

Questions?

