



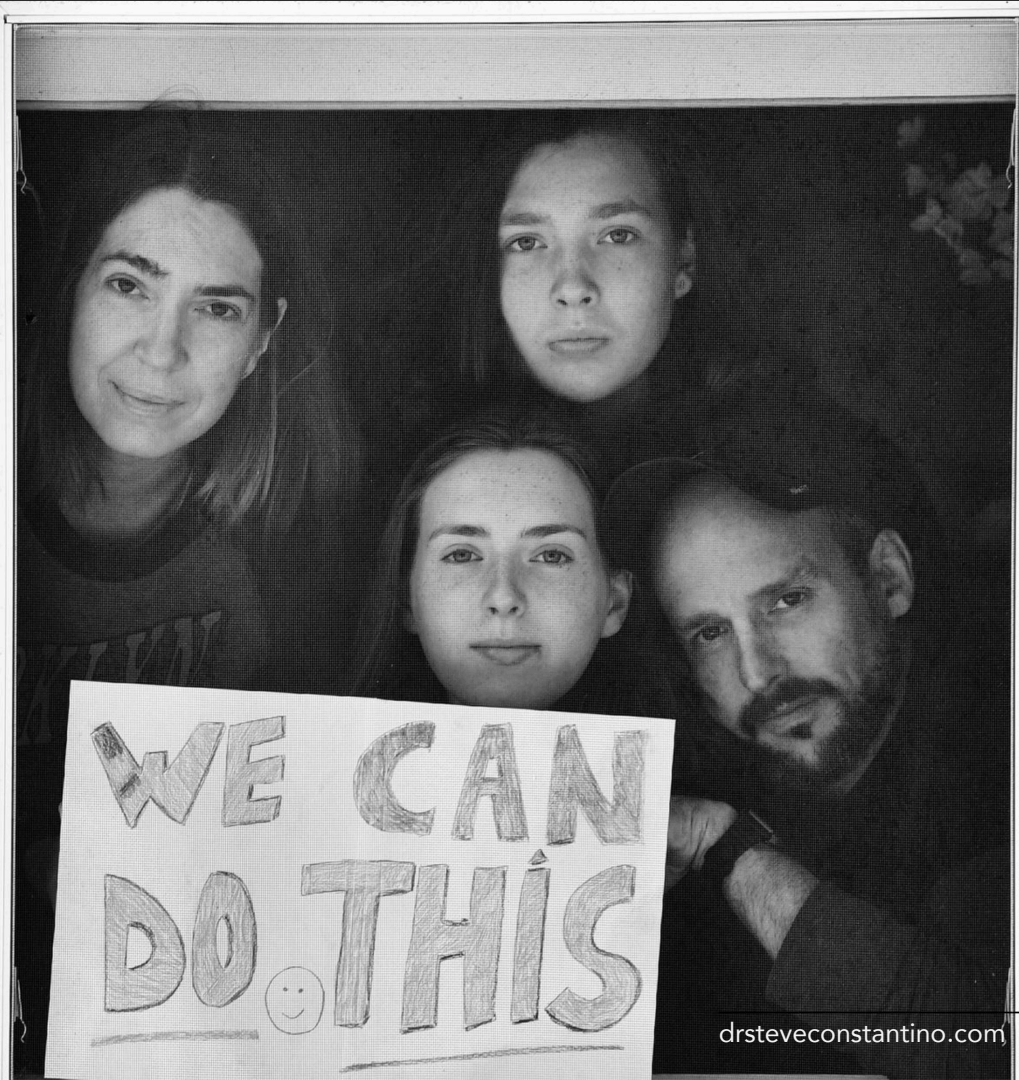
>Welcome!

The Webinar Will Begin Shortly

drsteveconstantino.com

Invisible Engagement:

How to Build the
Efficacy of Every
Family



Presented by

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Our Agenda

What is Invisible Engagement?

Why Is Promoting Family Efficacy Important?

How Can We Leverage Efficacy Through Invisible Engagement

Six Considerations During Distance Learning

- Acknowledge the Contextual Changes in Learning
- Re-imagine the Pace of Learning
- Account for the Emotional Strain of Learning at Home
- Give Families an Active Role in Learning
- Consider the Role of Teacher Shifting to Coach
- The Landscape is Already Changed

Common Family Engagement Goal: Pre COVID-19

- Our school will create more opportunities for parents to attend events such as our academic nights and meetings. We will see an X% increase in parent attendance to _____

Family Engagement Goals While Immersed in COVID-19

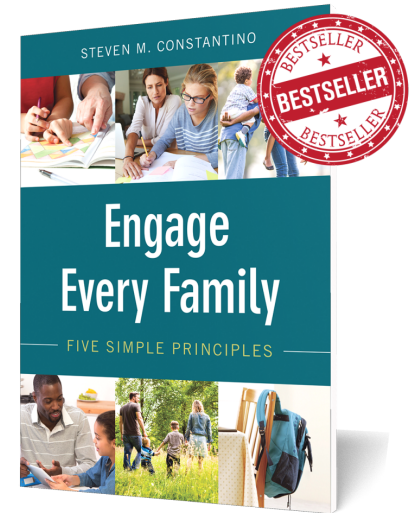
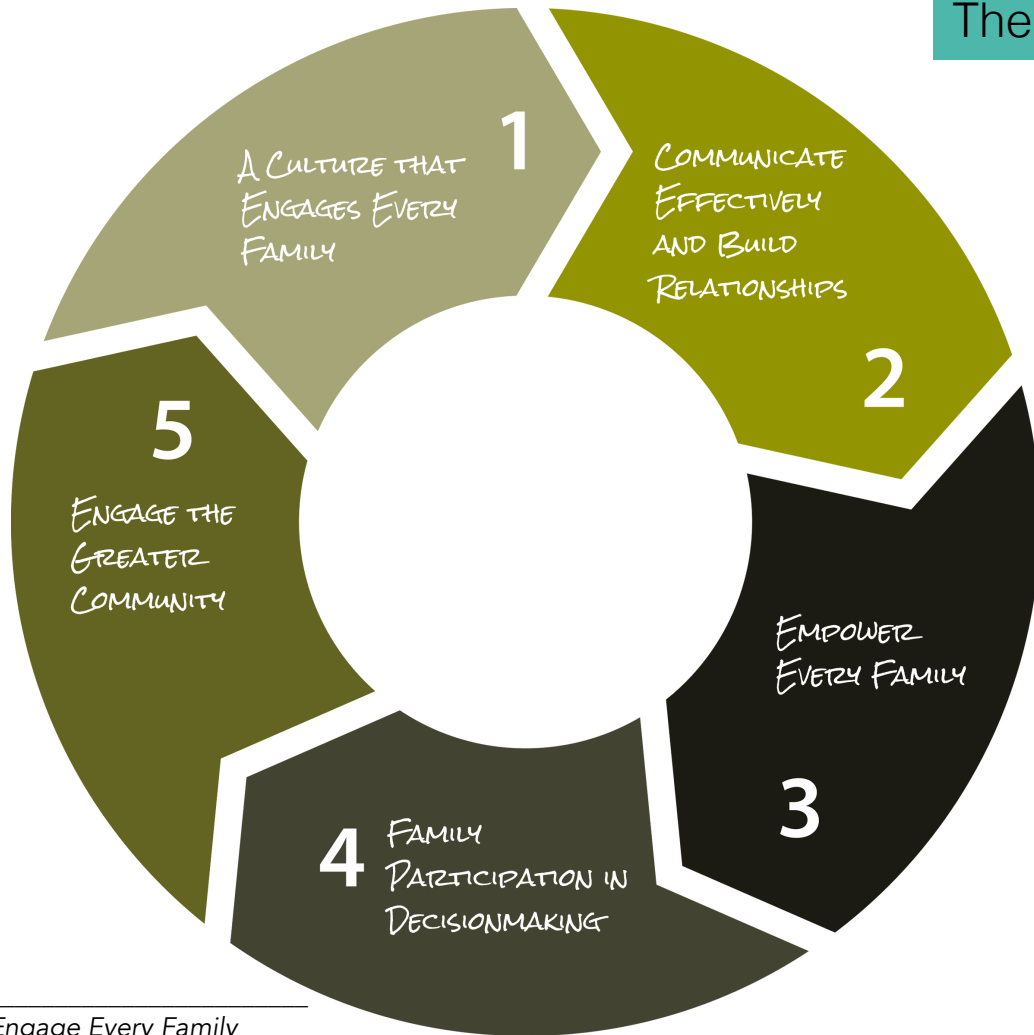


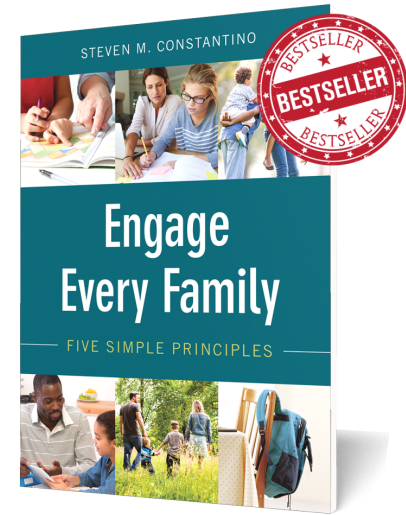
From the News...

- No matter the district, success in this new system appears to depend heavily on parental support, especially for younger students. Yet many parents are caught in economic and logistical crises of their own. Jobs are disappearing. Those still working outside their homes have to worry about staying healthy while also finding childcare. Those working from home are forced to juggle their jobs and their new responsibility overseeing schoolwork.
- For parents already overwhelmed with work or life, it may not be helpful to encounter an Instagram-ready schedule divided into neat, colorful blocks, with times designated for learning and creativity and brain breaks. (Washington Post, 3/27/2020)

Social Media



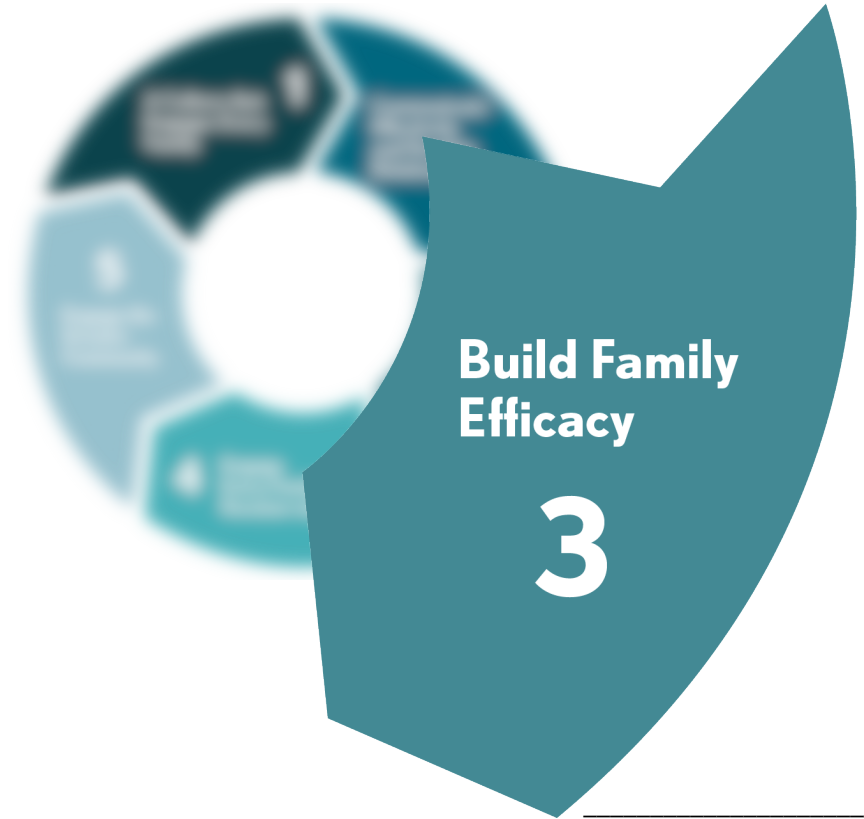




Watch for the 2nd Edition this Fall!

Principle #3: Build Family Efficacy

- Leverages Efficacy
- Connects Engagement to Learning
- Invisible Engagement



Efficacy = Empower

- Efficacy is the power for one or many to produce an effect on a desired outcome.
- Families feel like they can contribute to the education of their children and make a positive difference in their child's educational outcomes
- They must believe, however, that their skills and abilities are suitable to making this happen.



Efficacy = Empower

- Empowered families, meaning **families whose efficacy levels have been supported and improved**, are more likely to be engaged with their children's educational experiences in a variety of ways, all of which support a healthy learning environment.



Invisible Engagement



- Most of the engagement that impacts student learning happens in homes away from school. Engagement that you do not see, but of which you will see the results.
- *Invisible Engagement* promotes the efficacy of families when they are with their children and we are not.
- COVID-19 has created a situation where invisible engagement is extremely important in the continuity of learning at home.

Suggestions to Promote Invisible Engagement



Determining Feasibility of Family Engagement

- If you do not have a working, trusting relationship with a family, start with trying to make that happen.
- Understand where the family is emotionally. Create sessions just for families, to talk, ask questions. Acknowledge the stress and difficulty of the situation.
- Determine what personal/family obstacles exist that will temper the level of family engagement during the crisis.▢
- Spend less time on providing learning and more time on collecting information to inform your lesson design.
- Understand routines, likes, activities. All are opportunities to incorporate invisible engagement.
- Reduce learning pace to promote family engagement.

Designing Learning that Promotes Invisible Engagement: Constructivist Approach

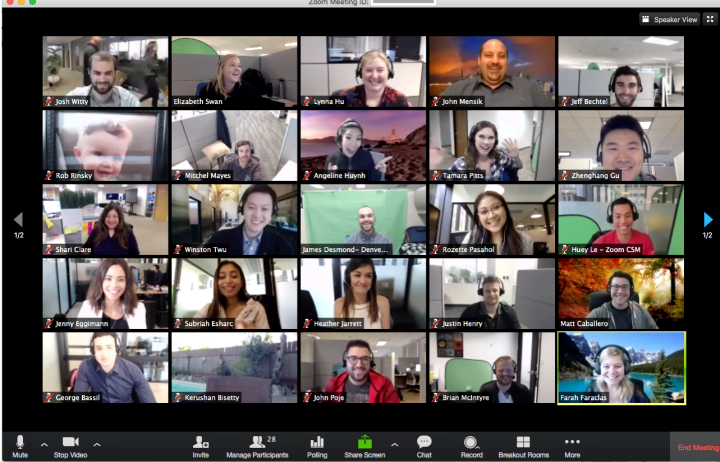


- Constructivism implies that people actively construct or make their own knowledge. Personal construction of meaning.
- Knowledge is constructed, rather than innate, or passively absorbed.
- Learning is active.
- Knowledge is socially constructed.
- All knowledge is personal.

Promoting Efficacy (Invisible Engagement)

- Engage families in learning design. Allow for variance, creativity. Be flexible. Allow each child to demonstrate learning rather than a prescribed process and outcome.
- Consider families a “co-teacher” not an assistant.
- Avoid two areas that stunt engagement:
Inform and comply
- Share more than what students are expected to do. Share what family role can potentially be.
- Tie learning to what you have learned about the homes/families of your students.





Potential Parent/Family Web Meeting

- Determine if any illness has impacted the family.
- Determine if parent(s)/family work from home or are reporting to work. Be sympathetic to families who have lost wages as a result of the virus.
- Determine how many children are in the home. How many schools are represented in the home? How many teachers are sending materials and lessons home.
- Determine other basic needs (food, utilities, medicines, etc.)
- Determine technological capability in the home.
- Ask about what is working, what is not working with regard to home learning and school's efforts to continue learning.

Specifics of Learning Design

- Design flexible learning that can take place in any home.
- Share the “lesson plan” with families. Help them understand what the learning goals are. What is the purpose of this lesson/these lessons?
- **Provide examples of how the family can interact with the learning and not just monitor the learning.**
- Give families questions (and answers) to what they should hear from their child.
- Invite family feedback regarding learning at home.



A Thought

“Teachers, you have the rich opportunity to make visible for parents all of the curriculum outcomes they are naturally realizing as they cook with their kids, read, tell stories, build things, discuss news...”

Dr. Debbie Pushor
University of Saskatchewan

What Families Are Saying So Far...

PRO

- Compassion
- Okay if remote learning is not perfect
- Less is more
- Work that is open-ended, student directed (HS)
- Communicates a parent role
- Classes broken into smaller groups
- Creative assignments
- Relationship building with families and students
- Connected to home activities
- Opportunity to discuss with teacher other parents via web

CON

- Communicating uncertainty (“...until we get more clarity and direction...”)
- 8 Classes of busywork (MS)
- No teacher directed activity. No information for families. On-your-own drills
- Lack of or inconsistent communication
- No parent voice
- Lack of continuity between teachers/schools
- Unrealistic expectations
- Negative assumptions regarding family ability to assist

From the Field: Ideas to Include Families During COVID-19

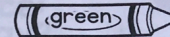
- We are going from sharing resources for the sake of sharing, to sharing meaningful family resources and support through collaboration (GA)
- We have shifted our focus to support those families who were already disengaged with their child's school. We are working to give some of that power and voice back to these families. (VA)
- I believe that we have observed now what should have happened before: Teachers communicating and engaging families into learning. Our tools are focused on this idea. (TX)
- We are sending weekly family engagement tips to our schools which can be shared via social media. We've created an "idea brochure" to build staff and parent capacity with engagement. (GA)
- We are meeting the family where they are. We are planning WITH the family, not FOR the family. We are focusing on their strengths, setting mutually acceptable goals and providing services that are meaningful and beneficial to families. (VA)
- Our main goal is connection with families. We want to make sure they are okay and hear their concerns. (VA)

Main Idea & Details

MAIN IDEA



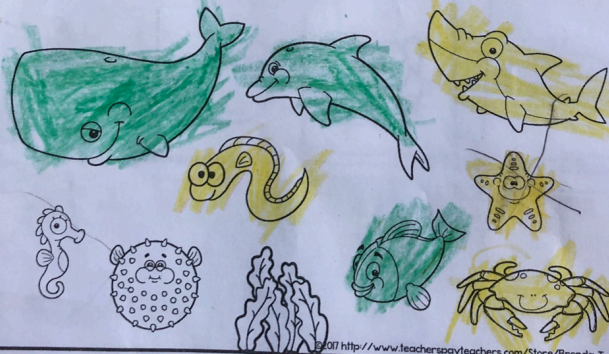
DETAILS



Ocean Animals

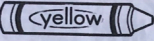
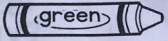
Do you like sharks? Sharks live in the ocean. Whales and dolphins live in the ocean, too. In the ocean, you can also see crabs, eels, and lots of fish. You can even see an octopus! They can all swim. Would you like to see the ocean?

Color in the details from the story.



This is the remote reading lesson I taught to my kindergartner yesterday. I am a Pulitzer Prize-winning writer, and I could not correctly identify the "main idea" in this passage -- though the instructions assured us it was in there. Can you find it?

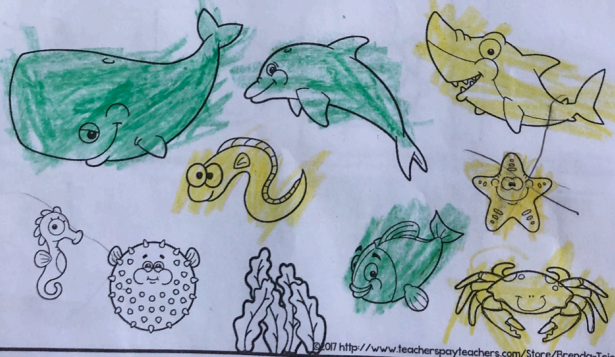
Main Idea & Details

MAIN IDEA  DETAILS 

Ocean Animals

Do you like sharks? Sharks live in the ocean. Whales and dolphins live in the ocean, too. In the ocean, you can also see crabs, eels, and lots of fish. You can even see an octopus! They can all swim. Would you like to see the ocean?

Color in the details from the story.



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Thank You!

Send additional questions to:
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Next week's webinar: **Making
More Out of Technology
Available To Us: Social Media
as a Two-Way
Communication Tool**
4/14/2020. 2:00 p.m. EST



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