

# ENGAGE EVERY FAMILY

## FIVE SIMPLE PRINCIPLES

*MASTER CLASS SERIES*

# WORKBOOK



---

---

## 4-MASTER CLASS SERIES

**DEVELOPED BY**

DR. STEVE CONSTANTINO

DRSTEVECONSTANTINO.COM

TWITTER: @DRSCONSTANTINO

**Begin Master Class  
1: Introduction to  
the Five Simple  
Principles/Principle  
#1: Create a  
Culture That  
Engages Every  
Family**

[Read this case study prior to engaging with Master Class 1](#)

## **CULTURE CASE STUDY: THE SCIENCE PROJECT**

*The case study below is designed to promote conversation and dialog about the ideas presented. At the conclusion of the case study, several questions for discussion are listed.*

Mary teaches middle school science. She has assigned her students the long-term project of picking one of the planets in the solar system and preparing a display and report to be shared with the class and exhibited at the school "open house." Mary spends considerable time each year on this project. The displays are always well received and the principal always comments about how the project puts the school in a very positive light with the community. The students use their library and writing skills, research skills, and presentation skills, and they coordinate their creativity and ability to conceptualize and apply their knowledge. By all accounts, it is an excellent project.

Some parents have contacted Mary to ask questions about specific aspects of the assignment, trying to determine what Mary's expectation is with regard to the display portion of the project. Mary has become quite used to parent calls and skillfully answers each question. One parent, Mrs. Smith, explains to Mary that she is on a fixed income and cannot afford the art materials necessary for her child to fully participate in the project. She fears not only a bad grade but that her child will be embarrassed at the open house if the display is not up to the standards of the displays of other students. Mary tries to assure Mrs. Smith that whatever her child produces will be acceptable, provided that the guidelines of the assignment are followed. Mary indicates that the project should be driven by the child, not the parent, and that Mrs. Smith should support her child but not worry about the amount of money spent or the "glitz factor" of the final project. Presentation boards and construction paper will be supplied by the school.

Even though the conversation was pleasant, Mary sensed that Mrs. Smith was not completely comfortable with her responses. Mary mentioned to the principal that there is a chance he might hear from Mrs. Smith. She explained the situation to the principal and the principal thanked her for the "heads up." No further conversation took place.

Mrs. Smith was not convinced that this assignment was fair and takes her concern to the principal. The principal listens to Mrs. Smith and assures her that there will be no repercussion if significant money is not spent nor will there be preferential treatment for different displays of creativity within the project. Feeling that she can do nothing more, she leaves the principal's office calm but frustrated.

Mrs. Smith supports and works with her child for several weeks to help create the best display and report possible. The Smith family does not have a home computer or printer. The family car is taken to work by Mr. Smith, who works the three to eleven in the evening shift at the local warehouse; therefore, driving to the library is not possible. Mrs. Smith asked if her daughter could use a computer at school and was told yes, but the school could not allow the students to print the reports, since it had a limited paper and ink budget for the computers. Mrs. Smith, remembering that writing was an important aspect of the assignment, encouraged her child to use her best penmanship and write the assignment by hand on notebook paper. Mrs. Smith directed her daughter to write neatly and legibly or the process would begin again.

Mrs. Smith's child turned in a project on time. Her child received a grade of "85" on the project. When Mrs. Smith came to the open house, she quickly saw that many of the projects were indeed elaborate . . . a Paper-Mache model of Mars, complete with canyons and craters, color photographs and a report done on a computer and printed in color. There were planets spinning on battery-powered spindles representing an axis and one that was able to form the gaseous clouds of the planet's atmosphere, because of a parent's expertise in atmospheric engineering.

Mrs. Smith noticed that her child's project was not among the others. When she asked Mary, Mary indicated that there was not enough room in the hallway for all of the projects and that some were displayed in

the classroom. Upon entering the classroom, Mrs. Smith noticed that the three projects in the classroom, including her child's project, had no special effects and the reports were handwritten. While they met the spirit of the assignment, they were obviously not as elaborate as the others on public display in the hallway.

Confirming her worst fears, Mrs. Smith was angry at the situation and made no effort to conceal her emotions toward Mary and the principal. Her child, embarrassed by the entire situation, left the school building and waited outside until Mrs. Smith was finished yelling at the teacher and the principal. The principal asked Mrs. Smith and Mary to step into his office. He told Mrs. Smith that her child received a "good grade" and that her behavior was inappropriate toward Mary and him.

Mary was in tears, and Mrs. Smith was close to tears. The principal told Mrs. Smith that there was nothing wrong with the display configuration and that Mary was an excellent teacher who had prepared these assignments successfully for many years. He believed the entire incident should not have happened and told Mrs. Smith that all she had accomplished was to undermine the relationship between herself and Mary and embarrass her child. Mrs. Smith was unable to express her feelings of inadequacy about the incident, the project, and the fact that what happened was exactly what she feared, given similar situations in past years.

Feeling outnumbered and outmatched, Mrs. Smith left the principal's office, found her child, and went home. Her child was absent from school the next day.

### **Questions for Reflection**

1. Given what you have learned about the culture, how would you characterize the culture of this school? (Consider beliefs, values, assumptions, actions, and attitudes of all.)
2. Based on your opinions and answers with regard to the above question, what specific information in the story led you to the conclusions you made? Be specific.
3. The story depicts a school project that, for at least one family, went horribly wrong. What steps could have been taken to prevent what happened in the story?
4. What specific changes in culture do you see that are necessary to provide a different outcome to this situation?
5. If you had to surmise the attitudes of the principal and teacher toward family engagement, what would you think their attitudes were?
6. Do you think the principal supports family engagement in the school?
7. What was the purpose of the project? Why did it exist?
8. Given what you have read and discussed, could this situation happen in your school? Has it?

**Culture Survey:** For each of the statements listed below, circle the number that best represents your thinking or opinion. Rate each sentence from 1 (Strongly Disagree) to 5 (Strongly Agree)

<b>1. The core values of my school are inclusive of strong family engagement in learning.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>2. I believe that every family wants to be engaged with their children's school experiences.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>3. I believe that I am the primary catalyst for building relationships with families.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>4. Family engagement is a priority at my school</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>5. I believe that student ability to learn is ultimately derived from their family background.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>6. I believe that families value my efforts to successfully teach their children.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>7. I believe that families engaged with their children, is valued by all school staff.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>8. I believe that it is the desire of every family that their children be successful.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>9. Decision-making at my school is collaborative and inclusive of student and family voice.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree
<b>10. I believe that family apathy toward learning is minimal or non-existent.</b>
Strongly Disagree    1    2    3    4    5    Strongly Agree

**Scoring Rubric for the School-Family Culture Inventory**

The following rubric is designed to help you determine the present culture of your school as it relates to family engagement. First, determine your score by adding the scores for each of the ten questions together

Total (Add together scores for each of the 10 statements): \_\_\_\_\_

Divide the total above by 10: \_\_\_\_\_

Take the final score from the step above and plot it on the scoring line below:



**Interpreting Your Score**

**1 - 2.5**

If your score falls within this range, there is much work to do on creating a culture to engage every family. Scores in this range suggest that there is little or no organizational focus or importance placed on engaging every family in the academic lives of their children and no evidence there is a concerted effort to focus on those families that are disengaged and disenfranchised from the school or their child’s experiences and learning in school. The perceptions, assumptions and attitudes about families incorporate doubt that families wish to be engaged and care deeply about the learning success of their children. It is possible that negative attitudes toward families or certain families are driving a culture of mistrust and potentially fear. A score in this range is evidence that there is a strong need to strengthen relationships between school staff and families as well as build the capacity of staff in understanding the relationships of family engagement and successful student learning. A score in this range also is an indication of procedures and practices within the school that are not conducive to engaging every family. There is little evidence that the culture is able to sustain family engagement in such a way as family efficacy impacts student learning in a positive fashion.

**2.5 – 4**

If your score falls within this range, there is evidence that attention is being paid to the importance of engaging every family in the academic lives of their children. Emerging within the school culture may be core beliefs, values and goals that are inclusive of family engagement. School staff may be inconsistent in their knowledge and approach to family engagement, but generally speaking, desire that all families be engaged with learning and school experiences. There is evidence that perceptions and assumptions about families may be more positive than negative and there is a growing desire to be inclusive of family engagement in the overall improvement process of the school. There is some emerging evidence that suggests the school is moving toward engaging families and promoting their efficacy.

**4 – 5**

If your score falls within this range, it suggests that family engagement is a strong component of the school’s core beliefs, mission and vision. At this level, school staff most likely understand and welcome the engagement of families and perceptions about families, their desires and beliefs are generally positive and accurate. School staff see the efforts as strategic to the overall effort to promote continuous improvement in the school. Perceptions of families and their contributions to learning are generally positive. With a positive culture of family engagement, the likelihood in promoting or being able to promote family efficacy is quite high.

# Engage Every Family: Five Simple Principles

## Rationale and Goals for the Master Class Series

### Webinar Series Learning Rationale:

1. Enhancing family engagement will enhance student learning in and out of the classroom
2. Building family efficacy creates a culture which creates more learning opportunities for every student

### What Results Can You Expect?

1. New view of family engagement and family engagement practices
2. The knowledge and skill set of how to build highly effective family engagement communications and activities.
3. A feeling of confidence and excitement with engaging families.

### Goals for the Webinar Series:

1. Understand the "why" of engaging every family and the impact on student success.
2. Understand the steps in the process of implementing authentic family engagement practice.
3. Understand changes we can make in our practice to engage or re-engage every family.
4. Define authentic family engagement and understand its impact on student learning.
5. How to create efficacy in all families that supports better learning outcomes in all schools.

### Notes

**Slide 8 :** Activity**Activity: Would They Choose You**

There is a difficult albeit important question that every educator must ask themselves; If families truly have a choice as to where their children will receive an education, will they choose our school district? Our school? My classroom? If your answer is unequivocally yes, then you must ask yourself the logical follow-up question: Why? Why would families choose your school? Why would families choose your classroom or you as a teacher? What is it that is so compelling about your product that a customer will choose it over the growing list of options for educating children?

Think about the answer to these questions. Discuss with colleagues.

**Slide 9-10:** Changes in Families**Changes in Families**

Think about the changes in families in your district over the years. What changes do you see? How has your school changed to meet the differences in families?

TES:



Don't forget the missing ingredient in the recipe for student success



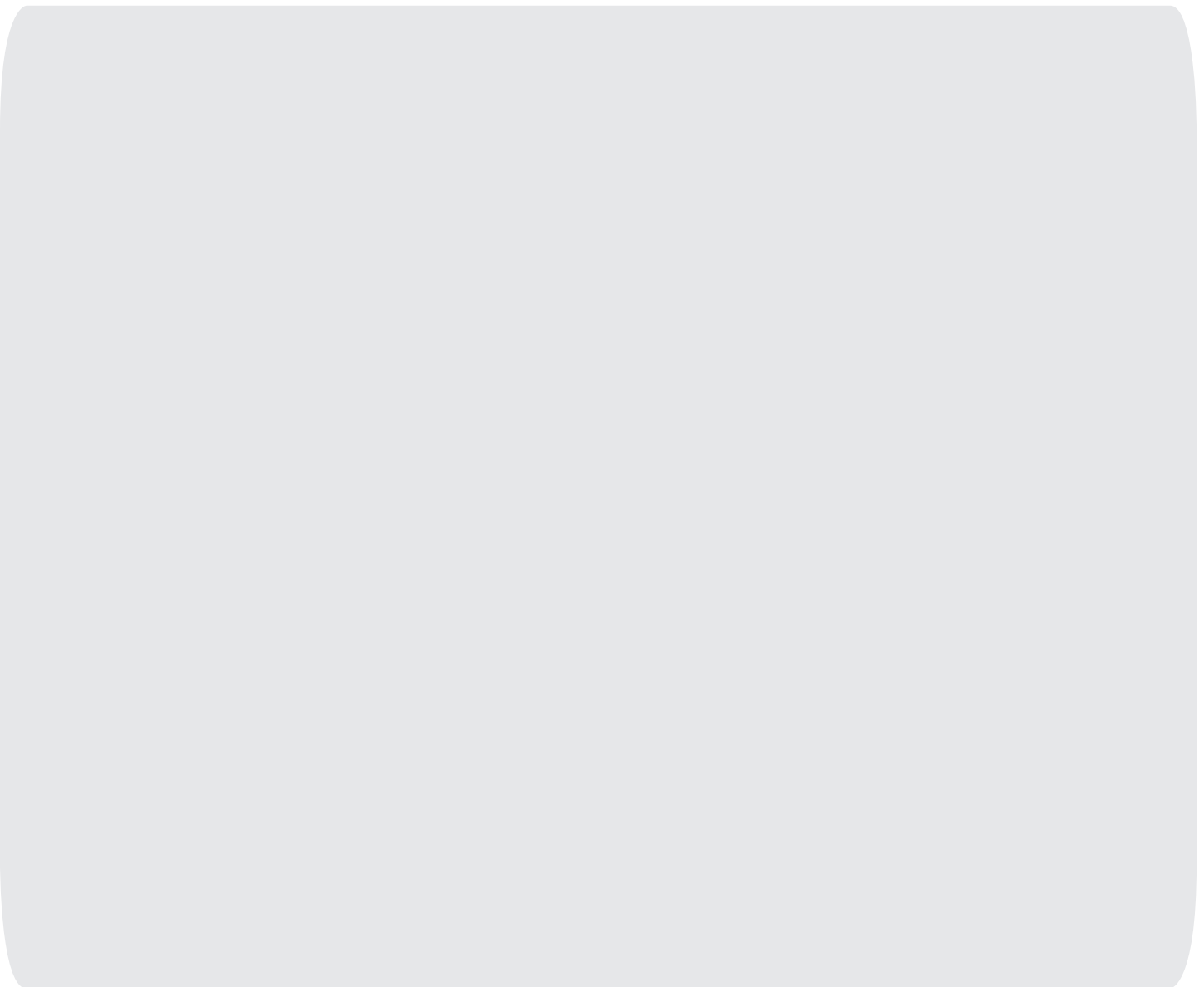
**Slide 12**

**Big Idea #1:** \_\_\_\_\_

---

**Slides 14-20: Why Does Family Engagement Matter?**

**Notes**



**Slides 21-23**

**Big Idea #2:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Big Idea #3:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Big Idea #4:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NEXT PAGE**

## Slide 24: The Five Simple Principles Logic Model

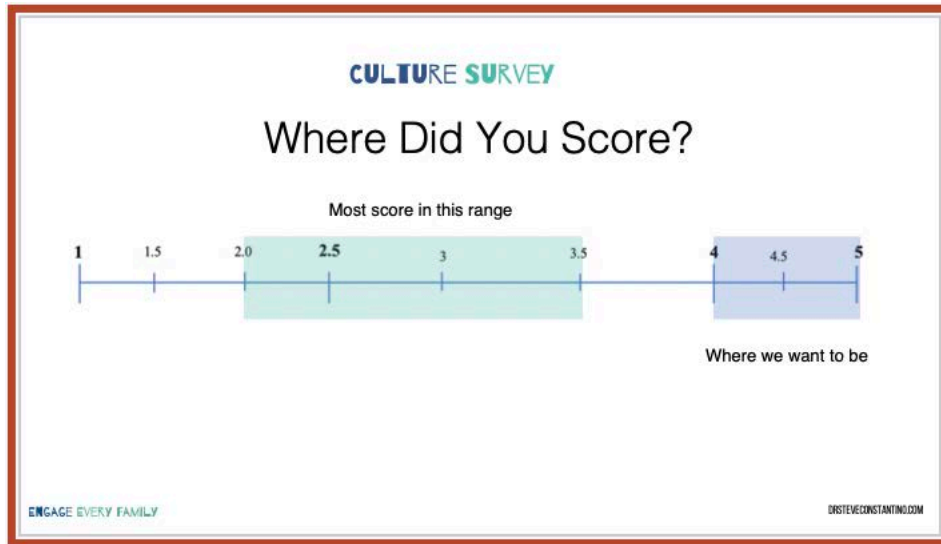


*Constantino, S.M. (2021). Engage every family: Five simple principles 2nd Edition. Thousand Oaks, CA: Corwin.*

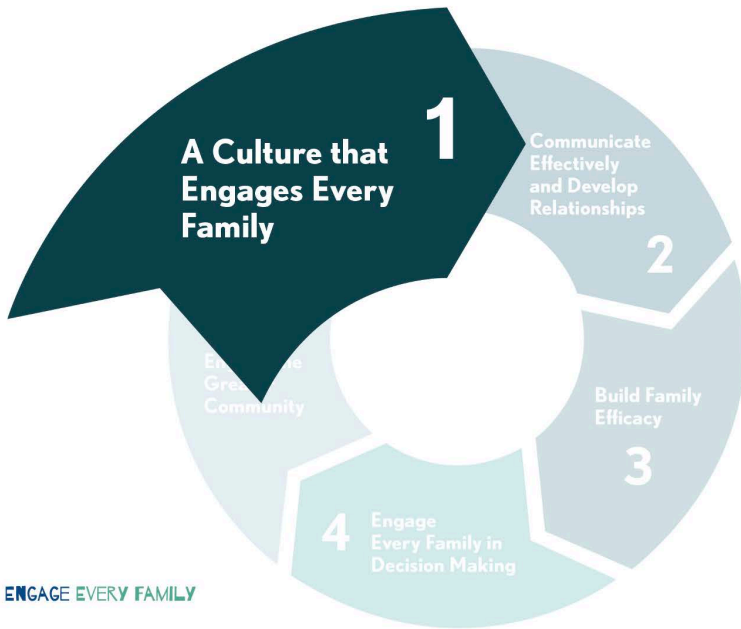
The logic model is designed to place into a hierarchical order the principles by which true family engagement and the ultimate development and nurturing of family efficacy can be implemented and measured. The model supports the notion that there is a process to successful family engagement practice.

Each of the principles falls into a logical sequence of action. In other words, schools and districts wishing to bring about systemic reform in family engagement should begin at the beginning (Principle #1) and follow the model in the direction of the arrows, that being clockwise around the circle.





**Principle #1: A Culture That Engages Every Family**



- Beliefs
- Values
- Assumptions
- Attitudes
- Actions

**CULTURE DOES NOT FALL FROM THE SKY**

DRSTEVECONSTANTINO.COM

Notes

Slides 32-37: What is Culture?

NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

## A Working Definition of Family Engagement

The degree to which families are empowered to be present in the educational and academic lives of their children and the degree to which schools and school districts support family engagement by sustaining necessary relationships which in turn, promotes the efficacy of families in helping to shape their children’s academic experiences.

The Three Levels of Culture (Schein, 2010)  
Slides 40-47

NOTES:



---

---

---

---

---

---

---

---

---


---

---

**A Thought...**

*"We can, whenever and wherever we choose, successfully teach all children whose education is of interest to us. We already know more than we need in order to do this.*

*Whether we do this or not must finally depend on how we feel about the fact that we haven't so far."*




Ron Edmonds

ENGAGE EVERY FAMILY

**A Thought Continued...**

*"How many effective schools would you have to see to be persuaded of the educability of all children? If your answer is more than one, than I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background."*



Ron Edmonds

ENGAGE EVERY FAMILY

**Reflect on the Edmonds Quote: What does it mean? What is he trying to say? What is your interpretation of the quote?**

**Points to Ponder**

Be sure to take an opportunity to discuss with your colleagues your thoughts regarding the three levels of culture: *artifacts, beliefs and values* and *underlying assumptions*.

How do these “levels” of culture speak to the present culture in your school and its acceptance (or not of) engaging families as a conduit to improved student achievement?

Be prepared to share one idea from your group?

***“Initiatives do not last because the culture of organizations never changes to embrace and sustain the idea. Ideas, objectives, initiatives, and strategies that represent a fundamental antithesis toward the existing culture will always succumb to the existing culture unless significant work is done to augment, expand, and change the culture to embrace the desired change” (Constantino, 2021).***

## Case Study: The Science Project

### Questions for Reflection

1. Given what you have learned about the culture, how would you characterize the culture of this school? (Consider the beliefs, values, assumptions, actions, and attitudes of all.)
2. Based on your opinions and answers with regard to the above question, what specific information in the story led you to the conclusions you made? Be specific.
3. The story depicts a school project that, for at least one family, went horribly wrong. What steps could have been taken to prevent what happened in the story?
4. What specific changes in culture do you see that are necessary to provide a different outcome to this situation?
5. If you had to surmise the attitudes of the principal and teacher toward family engagement, what would you think their attitudes were?
6. Do you think the principal supports family engagement in the school?
7. What was the purpose of the project? Why did it exist?
8. Given what you have read and discussed, could this situation happen in your school? Why or why not?



## Principle #1: A Culture That Engages Every Family

**Description:** *The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to ensuring the notion of families as a foundational core component to improvement and greater student learning and performance. The culture is reflected in artifacts and organizational practices.*

- 1.1 The school has created and sustained a culture that is conducive to family engagement through explicit beliefs, actions, norms, values, and assumptions made about the value of families being engaged with their children's school experiences.
- 1.2 A culture of family engagement exists within the school such that policies, programs, practices, and procedures specifically connect families with student learning to support increased achievement and enhance student learning and performance.
- 1.3 A culture of family engagement exists within the school and community that directly and positively impacts the social and emotional growth of all students.

### Notes

---

---

---

---

---

---

---

---

---

---

---

---

# END OF MASTER CLASS ONE

# **Begin Master Class 2: Engaging the Disengaged**

**Complete this survey before viewing Master Class 2**

**Communication, Relationships and Environment Survey:** For each of the statements listed below, circle the number that best represents your thinking or opinion. Rate each sentence from 1 (Strongly Disagree) to 5 (Strongly Agree)

1. When communicating with families, we focus on present and future student learning	Strongly Disagree	1	2	3	4	5	Strongly Agree
2. Our data confirms that the majority of families feel comfortable visiting our school.	Strongly Disagree	1	2	3	4	5	Strongly Agree
3. I can contact all the families of the children in my classroom	Strongly Disagree	1	2	3	4	5	Strongly Agree
4. When communicating with families, we focus on student learning growth	Strongly Disagree	1	2	3	4	5	Strongly Agree
5. We use various modes of communication to ensure equitable communication for every family	Strongly Disagree	1	2	3	4	5	Strongly Agree
6. When communicating with families, we value family feedback in student learning experiences	Strongly Disagree	1	2	3	4	5	Strongly Agree
7. We make an effort to have important meetings and events at places other than the school	Strongly Disagree	1	2	3	4	5	Strongly Agree
8. I feel good about the relationships I have with all the families of the students I serve	Strongly Disagree	1	2	3	4	5	Strongly Agree
9. We use family feedback in our practice to strengthen student learning	Strongly Disagree	1	2	3	4	5	Strongly Agree
10. Our school is welcoming to all families	Strongly Disagree	1	2	3	4	5	Strongly Agree

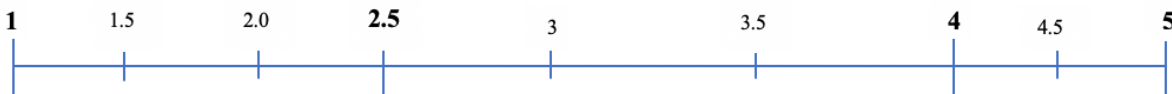
**Scoring Rubric for the School-Family Culture Inventory**

The following rubric is designed to help you determine the present culture of your school as it relates to family engagement. First, determine your score by adding the scores for each of the ten questions together

Total (Add together scores for each of the 10 statements: \_\_\_\_\_)

Divide the total above by 10: \_\_\_\_\_

Take the final score from the step above and plot it on the scoring line below:



## **Interpreting Your Score**

### **1.0 -2.5**

If your score falls within this range, there is much work to do. The school does not move beyond traditional strategies of communication. Many families do not feel a sense of belonging to the school. School staff have good relationships with families that are engaged, but those relationships most likely begin to quickly deteriorate or may be non-existent with regard to disengaged families, especially with families of underserved children. The school environment is welcoming to most, but not all families. There is inconsistency in the degree to which healthy, two-way communication is deployed throughout the school. Much of the communication between teachers and families is informational and often centers on issues in learning and behavioral deficiencies. The percentage of families that attend academic events or conferences is below the school's desired level. The core values or core beliefs of the school may not include the notion of building strong, trusting relationships with every family thus, relationships between school staff and families centers on traditional means of communication. The school has no means to measure effectiveness with regard to communication and relationships with families.

---

If your score falls within this range, there is evidence of emerging processes within the school to ensure that communication is both two-way between home and school, and that attention is being paid to avenues of communication which help to achieve equitable outcomes for all students. School staff have good relationships with many families and welcome their input into the learning process for their children. The school has taken steps to ensure that all families feel welcome at the school, with the cultures of families and the community reflected in the school. School staff see the need for communication about upcoming learning and do not solely rely on informational communication or communication which provides families direction for school compliance. Family engagement in the academic lives of their children is greater than average, with just a small percentage of families that remain disengaged. School staff and families report satisfaction with school-home relationships with most families.

---

If your score falls within this range, it suggests that family engagement is a strong component of the school's core beliefs, mission and vision and is reflected in the robust, two-way communication protocols that are consistently and continuously evident throughout the school. School staff have expanded their capacity, through targeted professional development, to ensure equity and equitable communication and relationships with all families, with a specific focus on those families who may feel disenfranchised from the school. The school has developed a clear set of core beliefs which focus on the need for school-family partnerships, two-way communication and trusting relationships. School staff are consistent in their use of communication and relational strategies that focus on upcoming learning thus promoting and leveraging the efficacy of families in the learning process. These attributes are measured in the satisfaction of school staff and families, family attendance to conferences or other academic events and most importantly, the improved learning experiences of all children. Families consistently report that they feel valued and a true partner in the education of their children.

## CASE STUDY: ERNEST B.

Read the case study below. At the conclusion, answer, reflect on, or discuss the questions posed.

Ernest B. was the third of three African American brothers who attended the local high school. His two older brothers dropped out of high school and the oldest brother was serving time in jail for a drug-related crime. Ernest did not know his father and lived with his mother and one brother in a one-room, low-income apartment. Ernest's mother held a job, but income was woefully inadequate for the family.

Desperate, Ernest made the poor decision to steal a purse from a woman he saw walking down the street. Ernest was unsuccessful in his larceny attempt and was caught, arrested, and placed in juvenile detention to await a hearing. The following day in school, the principal was alerted to Ernest's situation. Because of the experiences of Ernest's two older brothers, the relationship between Ernest's mother and the principal was very negative. Any attempt to reach out to Ernest's mother usually ended up in a shouting match or worse. Yet, the thought of Ernest sitting in a jail cell ate away at the principal for most of the day.

Later that day, the principal made a decision to visit Ernest in jail. Upon arrival, the guard opened a gate to allow the principal to enter a group of cells, one of which housed Ernest. Ernest told the guard not to open the cell door because he did not want the principal anywhere near him. Ernest sat on his cot with his elbows on his knees and his head in his hands looking downward toward the floor.

"Ernest, I came here for two reasons today," said the principal. Ernest didn't move or respond. "I'm here because I care about you and I want you to know that regardless of what happens, the sun will rise tomorrow and it will be a new day and a new chance." With those comments, Ernest stood, approached the bars, and stared directly into the principal's eyes. His face was filled with rage.

"You care about me? Really? You come all this way to hand me that line of crap? Well, let me show you how much I care about you." With that, Ernest spat on the principal's shirt. Ernest yelled, swore, and became uncontrollably violent in his cell—so much so that the guard came to the cell and was about to open the door and subdue Ernest. At that moment, Ernest fell onto his bed and sobbed. Ernest cried like never before. The principal was quite shocked at his behavior. Ernest begged the principal to help him and the principal vowed that he would.

“What can I do for you right now?” asked the principal.

“Please fetch my momma,” said Ernest, still sobbing.

At that moment, the principal was confronted with a dilemma. How was he supposed to get Ernest’s mother when he knew she hated him and blamed him for the problems her older sons faced and undoubtedly would blame him for Ernest’s troubles as well? She was never engaged positively with the school, never attended a conference or event, and never answered any teacher when they attempted to communicate. Teachers had long ago given up on communicating with Ernest’s mother.

She defended the actions of her sons and continually blamed the school—specifically the principal—for the problems that her sons faced. She had called for the principal’s firing and accused him of everything from incompetence to racism. Instinctively, though, regardless of how difficult a visit it might be, he knew he had to go to the home and talk with Ernest’s mother.

The principal called his office to inform his secretary that he was headed over to Ernest B.’s house. His secretary asked him if he needed the police. He assured her he did not. He arrived at the apartment complex and walked up three flights of stairs and stared at the apartment door. After collecting himself, he knocked. The door was fastened with a chain that allowed it to open just a few inches, enough for Ernest’s mother to see who was standing there.

“What do you want?” she snapped.

“I came here to talk with you about Ernest,” said the principal. After an exchange of unpleasant comments, the door closed, the chain was removed, and the door opened. Ernest’s mother had already walked away and sat in a chair at the far side of the room. “So, you want to talk about Ernest? Why? Why do you care about my baby boy? He’s in jail, right where you want him. Now he ain’t gonna be no problem for you no more.” Her steely glare made the principal very uncomfortable.

“I understand that you are angry with me, but I have come here because neither one of us alone can help Ernest. We can only do it together. For the sake of your son, can we talk about how to help him?”

“Let me tell you something,” started Ernest’s mother. “I wouldn’t trust you as far as I could throw you. Do you know that when I go to sleep at night, I have a dream? I dream of Ernest graduating from school. And just as he reaches for the diploma, I wake up. I know it’s God’s way of telling me it ain’t ever going to happen. And that is your fault. Now get out of my house before I call the cops and have you arrested for trespassing.”

As he walked toward the door, the principal turned and said, “If you change your mind, please come and see me.”

“Get out!” the woman yelled as she slammed and chained the door behind the principal.

Two weeks later, sitting in his office mired in paperwork, the principal didn’t notice a figure standing in his doorway. “I’m here.” The principal looked up and saw Ernest’s mother. He offered her a seat, but she refused. They talked for a few moments about strategies to help Ernest. “They let him out. Are you going to let him back?” she asked.

“Of course, but only if we figure out how we are going to work together to help Ernest. It would be nice if you came by more often.” The principal waited for a response.

“The bus goes right by here so I guess I can do that.”

The principal spoke on Ernest’s behalf at Ernest’s hearing, and he was sentenced to probation. Over the next weeks, months, and years, Ernest’s mother, the principal, and his teachers developed a better relationship, and Ernest managed to attend school, do his work, and, for the most part, stay out of significant trouble.

Four years later, Ernest graduated from high school. Four years after that, Ernest graduated from college, the first to do so in his entire family. Ernest invited the principal to his college graduation party held in the basement of the local church. There were few people there to celebrate Ernest’s success. Present were one brother, the few distant relatives who could make the trip, and a few church volunteers. Ernest’s mother approached the principal.

“What do you want?” said Ernest’s mother, exactly as she had several years earlier. The principal became nervous, thinking that the animosity that had dominated their early relationship was still very much real. Ernest’s mother turned her stare to a smile, laughed, and grabbed a hand of the principal between both of hers. “Thank you for saving my baby,” she said, with tears forming in her eyes.

“I didn’t save him,” responded the principal. “We did.”

**See discussion questions on the next page**

## Questions for Reflection

---

1. How does the story make you feel about what you do?
2. What made the principal visit Ernest in jail?
3. What made the principal visit Ernest's mother?
4. The outcome of this story is a positive one. What key actions played a role in the positive outcome?
5. What belief system did Ernest possess? What belief system did his mother have? What about the principal? How did their beliefs change over time?
6. What do you think is a key ingredient that made the outcome of this story a positive one?
7. Had the principal never visited Ernest's mother, what do you think the outcome would have been?



# Engage Every Family: Five Simple Principles

## Master Class: Communicate Effectively and Build Relationships

Slide 4

**THE CHALLENGE OF COMMUNICATION IS THE ILLUSION THAT IT IS ACTUALLY TAKING PLACE –G.B. SHAW**



ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

Slide 6

### Principle #2: Communicate Effectively and Develop Relationships

- Two-Way Communication
- Welcoming Environment
- Trust Develops Relationships



ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

## THREE CORE IDEAS

1. Developing effective relationships and building trust with every family.
2. Communicating effectively with every family.
3. Creating welcoming environments in school to promote active family engagement.

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

Slide 10

**Big Idea #5:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NEXT PAGE**

Slides: 11-21

## Effective Communication

### NOTES

---

---

---

---

---

---

---

---

---

---

---

Slides: 22

**ACTIONS AND COMMUNICATION THAT PROMOTES MISTRUST**

- Inaccurate information, out-of-date information, or lack of information on school websites or in other forms of communication.
- Teacher websites that are unused or not regularly updated.
- Lack of follow-through (Promises not kept, mistakes not corrected, information not shared/corrected.)
- Practices and procedures that are limiting to families (No-visit policies, limited volunteers, etc.)
- A lack of understanding of disciplinary issues and decisions.
- Lack of involvement in decisions.

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

## Implicit Bias

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection. (Kirwan Institute, Ohio University)

Slides 23-27

### Characteristics of Implicit Biases

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
\_\_\_\_\_

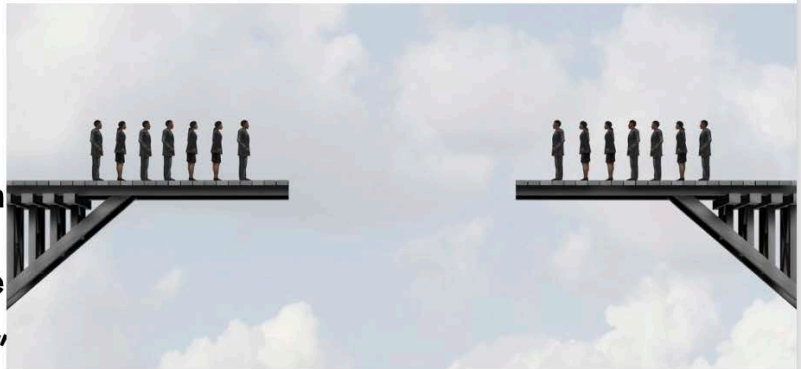
**NEXT PAGE**

Slides 28-29

## Perceptions that Feed Disengagement

### Perceptions that Feed Disengagement: Families

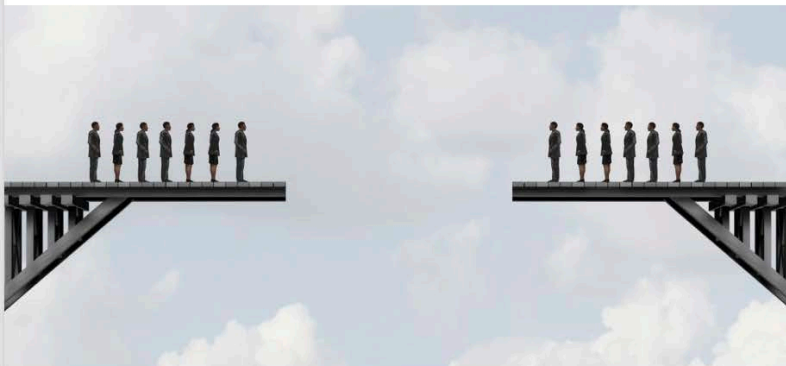
- Families believe there is no easy access, or no desire on the part of the school for engagement.
- Families believe that teachers blame them when their children have issues in school.
- Believe teachers only share negative information and wait for the “boiling point.”



ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

### Perceptions that Feed Disengagement: Teachers



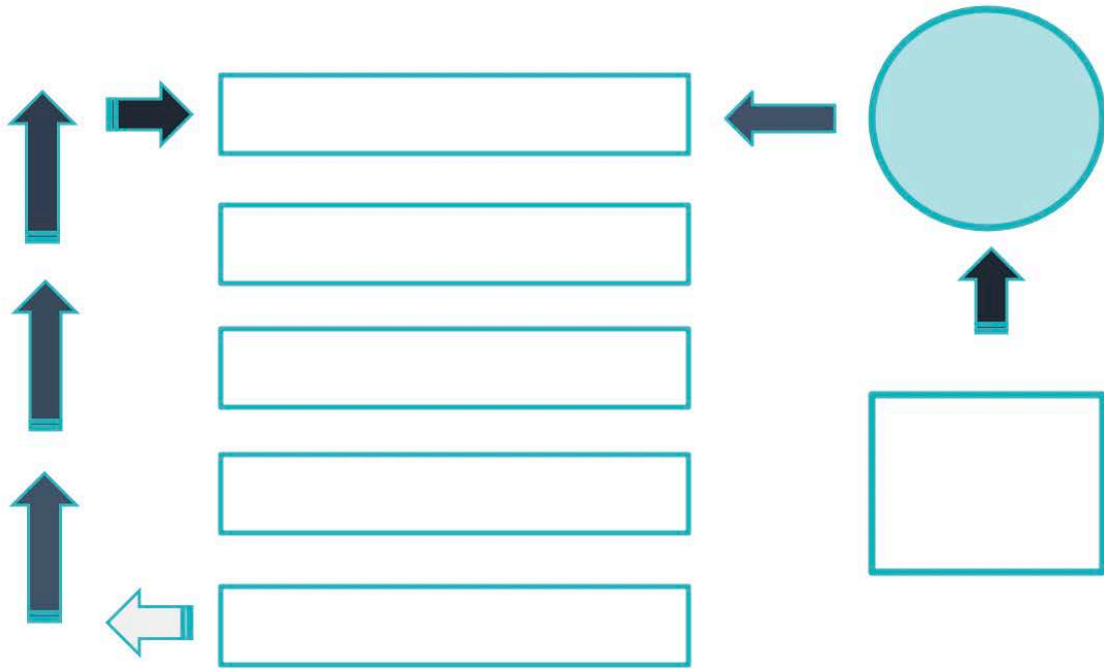
- Teachers believe families do not respect them/their ability.
- Teachers concerned about decisions that are questioned.
- Teachers believe that families encourage children to be disrespectful.
- Teachers want more support from families for what they do in their classrooms.

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

The Cycle of Disengagement  
Slides 30-37

[Fill in the chart as Dr. Constantino explains the Cycle of Disengagement](#)



Slide 39

### What We Tend To Communicate


Communication That Seeks Compliance  
Communication Designed to Inform

Can one engage in something that has already occurred?

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

# Understanding the Importance of a Welcoming Environment

Visitor?...



...Or Guest?

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

---

---

---

---

### CREATING A WELCOMING ENVIRONMENT

**It's the Little Things...**

- The hotel robe analogy
- What welcomes visitors?
- Visitors vs. guests.

When we think about the welcoming environment of our schools, we must think about the messages that our visitors receive the minute they come onto our property and then enter our schools.



ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

---

---

---

---

### PROCEDURES, PRACTICES, AND POLICIES

- Procedures: An established or official way of doing something.
- Practices: The customary, habitual, or expected procedure or way of doing something.
- Policies: A course or principle of action adopted or proposed by a government, part, or business.

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

---

---

---

---

### POLICIES, PROCEDURES AND PRACTICES

- **Inconsistency in interpreting School Board Policies**

The [name] district supports and encourages the active participation of parents and members of the community. The involvement of parents, volunteers, and others in the community is a fundamentally important component of successful school programs. The school principal or designee of each school will approve the activities of parents, volunteers, and other community resources at the building level.

The procedures and practices that are implemented as a result of school board policy are often punitive in nature and not inclusive of family voice, even though the vast majority of procedures and practices are implemented with children.

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

---

---

---

---

**MEETING AND EVENT PLANNER**

In the first column, list all of the activities, events, meetings, conferences, and so forth that are presently hosted at your school. Include everything. If you think you should not add something—add it! In the second column, determine if the activity can be moved from the school to another venue (i.e., does the Parent-Teacher Association (PTA) meeting have to be in the library?). If you determine that there is an opportunity to move the activity/event, then determine possible locations within your community. An example is given to stimulate your thinking.

Event/Activity/ Meeting/ Conference	Can it be Moved From the School?	If so, What are Some Potential Locations?
Parent conferences	Yes	Local library/apartment complex meeting room; community conference room at Walmart

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**HOME VISITS: MEASURABLE IMPACTS**

- Families become more confident in communicating with educators about students' needs.
- Educators shift from deficit-based to asset-based beliefs and actions toward families and students.
- Home visits significantly reduces implicit biases held by both families and educators.
- School odds of students scoring proficient on English Language Arts tests increased by 35% and students' likelihood of being chronically absent decreased by 22%.

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

**A HOME VISIT IDEA...**

**QUICK TIP**  
Professional Development for Home Visits

The Parent Teacher Home Visit Project website has resources regarding effective home visits and contact information for its affiliates in over 17 states. Visit its site at <http://www.pthvp.org>

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

## Principle #2: Communicate Effectively and Build Relationships

**Description:** *There is consistent evidence that effective communication and relationship building creates environments in the schools that are welcoming, respectful, and conducive to family engagement. The school places an emphasis on effective communication with every family and stakeholder within the learning community and seeks to build trusting relationships with every family.*

- 2.1 The school creates and maintains a welcoming and respectful environment that is inviting, supportive, and encouraging to every family.
- 2.2 The school employs strategies that extend relationship-building opportunities beyond the school walls so that every family can substantially contribute to the education of their children.
- 2.3 The school ensures that healthy, two-way communication is consistently maintained. A sense of caring to truly collaborate with every family exists as evidenced by numerous mechanisms to allow families to communicate easily and directly with the school.

# END OF MASTER CLASS TWO



**Begin Master  
Class 3:  
Linking  
Family  
Engagement  
to Learning:  
Part 1**

## Complete this case study before viewing Master Class 3

### CASE STUDY: TRYING TO TALK TO THE MATH TEACHER

Mr. and Mrs. Jones were very engaged in their children's education. Their older daughter seemed to sail through school effortlessly, but their middle son, Bobby, struggled. Bobby always ended up passing classes, but the Joneses were always concerned that he was teetering on the edge of academic disaster and feared what would occur as he transitioned to middle school and high school.

It was during his eighth-grade year that the Joneses' fears started to materialize. They received an interim report card indicating that Bobby was failing Algebra I. Not wanting too much time to go by, Mr. Jones contacted Bobby's guidance counselor to set up a meeting with the math teacher. The Joneses were interested in what more they could do at home to increase Bobby's success in math.

The guidance counselor was very pleasant with Mr. Jones and empathized with his concern. She also commended Mr. Jones for being proactive and asking for the meeting. Mr. Jones told the counselor that he realized the teachers were busy and he would change his schedule, regardless of what he had to do, to accommodate the math teacher's schedule and needs. The counselor indicated that the best time for the teacher was 12:30 p.m. They set a date.

"So, let me confirm what we said," started Mr. Jones. "My wife and I will be meeting with the math teacher on Thursday at 12:30 p.m., correct?"

"Oh, Mr. Jones, the meeting will be with the entire team, not just the math teacher," responded the counselor. Until this point, there had been no mention that the meeting would include Bobby's other teachers.

"I must not have been clear; I apologize," said Mr. Jones. "We really only need to talk with the math teacher. He seems to be doing pretty well everywhere else."

"Mr. Jones, our policy is that when a parent requests a meeting with a teacher, the entire team comes to the meeting. That is the way we do it here."

"I don't really need to waste the time of the other teachers," Mr. Jones said as he started to get agitated with the conversation. "We are really wanting to focus on math."

"I realize what you want to focus on, Mr. Jones. But the teachers are the experts, and they can tell you what to focus on. The other team members may have suggestions for you and your wife." The counselor sensed that Mr. Jones was becoming irritated.

“Look,” snapped Mr. Jones, “I don’t *want* to meet with the other teachers, and I don’t *need* to meet with the other teachers. I simply want a meeting with my son’s math teacher. Are you going to set that up or not?”

“Mr. Jones, there is no need to become cross with me—”

Mr. Jones cut her off. “Lady, listen. I don’t know what kind of policies you have at that school, but I think I have the right to meet with whomever I want to meet with, and in this instance, I want to meet with the math teacher.” Mr. Jones was now angry.

“Mr. Jones, here is what you need to understand. If you want to have a meeting on Thursday at 12:30 p.m. to talk about your son’s math problems, you will meet with the entire team or there will be no meeting. I’m sorry you disagree with our practice, but we find that it is quite effective in dealing with our youngsters and their parents.” The counselor was firm and final in her tone.

“Fine!” yelled Mr. Jones. “I’ll meet with the whole darn team just to talk to one person. I’ve never heard of anything so stupid in all my life.” With that, he slammed down the phone.

At the meeting, the five teachers on the team sat in a row behind student desks. Two chairs with no desks were set up in front of the teachers. The assistant principal, who was not scheduled to be there, arrived at the meeting and began it. The Joneses had no idea that the assistant principal would be present at the meeting.

“Mr. Jones, I know you are upset with the school, and your tone with the guidance counselor was uncalled for. I think your anger is a bit displaced. We are here to talk about your son and his failure to comply with his teacher’s requirements, which are now resulting in his failure. I am quite sure we can have a meeting today that is professional and calm. If not, then I will end the meeting abruptly, and it will continue with just me in my office. Is that understood?”

The meeting was scheduled to last twenty minutes. Each teacher took three to five minutes to share information about Bobby’s grades, assignments, tests, and abilities. The math teacher reported that Bobby did not do his homework, and if he applied himself, he would do better in math. The Joneses never asked a question and never spoke a word.

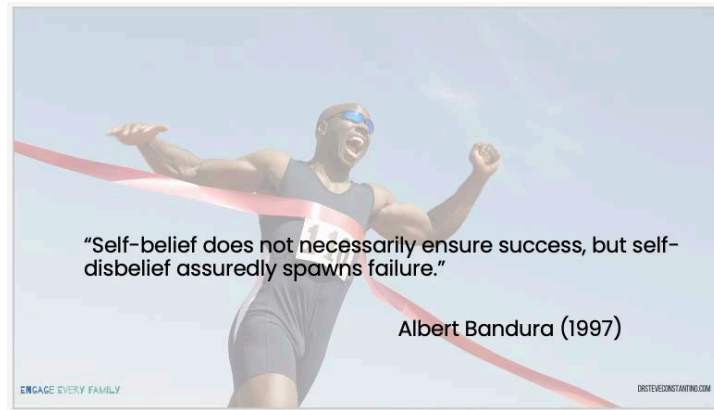
The Joneses left the meeting and withdrew Bobby from the school that day.

## Questions for Discussion

1. What are your thoughts about the policy of meeting the entire team of teachers when a conference with one is requested?
2. How did the policy promote family efficacy? Why?
3. Why do you think the team meeting philosophy is in place at this school?
4. How could this conference have provided a better outcome for all involved?

# Engage Every Family: Five Simple Principles

## Master Class 3: Linking Family Engagement to Learning, Part 1



Slide 5

### Principle #3: Build Family Efficacy

- Promoting Family Self-Efficacy
- Where Engagement Connects to Learning
- Invisible Engagement



ENGAGE EVERY FAMILY

## Slide 8

## Family Academic Socialization

- **Socialization:** The degree to which families understand the importance of achievement and translate that message to their children.
- Socialization encompasses the variety of family **beliefs and behaviors** that influence children's school-related development.
- **Children's academic attitudes are shaped by their families.** The more the family is invested and knowledgeable about their children's learning, the more likely the children will improve academically, socially and behaviorally.
- Over time, families reduce home and school-based involvement but consistently engage in academic socialization.

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

## Slides 9-12

Efficacy is \_\_\_\_\_

\_\_\_\_\_

Families who have a high level of efficacy believe \_\_\_\_\_

\_\_\_\_\_

**Efficacy = \_\_\_\_\_**

**The key to effective engagement is to make experiences  
\_\_\_\_\_ and \_\_\_\_\_**

Slide 13

**Key Points in Family Efficacy**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Slide 14

**The Two Universal Questions!**

- **What did you do in school today?**
- **Do you have any homework?**

• What if the process of promoting family efficacy were as simple as ensuring that these two questions were never asked again in any home?

• What if we could develop a system by which we could leverage the efficacy of families such that they would be true partners in learning?

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

## Slide 15

Teacher Activity

Think about a concept that you teach. Consider how you can engage families in your efforts. Remember, the point of efficacy is not to teach families but rather to give them information that improves the conversations and interactions with their own children. The components to the message are simple:

1. What is being studied? What needs to be learned?
2. How can families easily support learning at home? (The key word is *easily*.)
3. How can families provide feedback regarding their interactions with their children?

ENGAGE EVERY FAMILY
DRSTEVECONSTANTINO.COM

## Slide 16

## A Short Introduction to Efficacy Research

Self Efficacy: \_\_\_\_\_

\_\_\_\_\_

Human nature suggests that we consider \_\_\_\_\_ before \_\_\_\_\_

\_\_\_\_\_.

The key to effective family engagement is to make experiences \_\_\_\_\_

and \_\_\_\_\_ to them.

**Sources of Self-Efficacy**

- Enactive Mastery (Performance outcomes)
- Vicarious Experience (ex. Self-modeling)
- Verbal Persuasion (ex. Verbal encouragement)
- Physiological Arousal (ex. Emotional state)

Development of Self-Efficacy → Behavior & Performance

*"Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure."  
-Albert Bandura*

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.

Engage Every Family | drsteveconstantino.com

---

---

---

---

---

---

---

---

---

---

---

---

- Enactive Mastery (Performance outcomes) → **Mastery**
- Vicarious Experience (ex. Self-modeling) → **Modeling**
- Verbal Persuasion (ex. Verbal encouragement) → **Encouragement**
- Physiological Arousal (ex. Emotional state) → **Emotional Commitment**

**Sources of Self-Efficacy**

- Enactive Mastery (Performance outcomes)
- Vicarious Experience (ex. Self-modeling)
- Verbal Persuasion (ex. Verbal encouragement)
- Physiological Arousal (ex. Emotional state)

Development of Self-Efficacy → Behavior & Performance

Engage Every Family | drsteveconstantino.com

**Notes**



Slide 18-24

## What is Family Efficacy?

### Hoover-Dempsey & Sandler Model

- Efficacy begins with family decisions about participation in part, by thinking about the potential outcomes.
- The model suggests that parents' involvement is motivated by two belief systems: role construction for involvement, and sense of efficacy for helping the child succeed in school.
- suggest that parents' attempts to support children's learning can be classified into one or more of the following categories: involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction.

Hoover-Dempsey, K.V., & Sandler, H. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3-42

Hoover-Dempsey, K.V., Walker, J.M.T., & Sandler, H. (2005). Parent's motivations for involvement in their children's education. In E. N. Patrikakou, R.P. Weisberg, S. Redding, & H. Walberg (Eds.), *School-Family Partnerships for Children's Success* (pp. 40-56). New York, NY: Teachers College Press

### NOTES

---

---

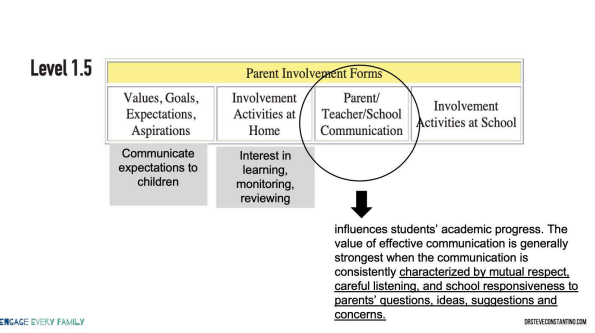
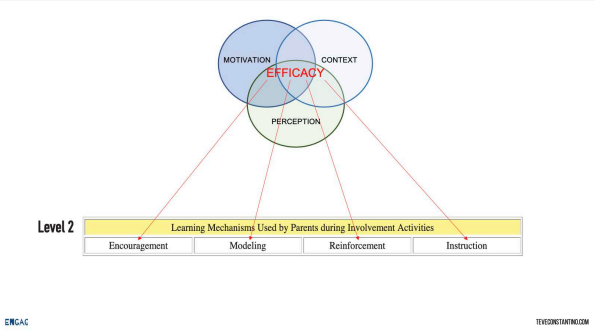
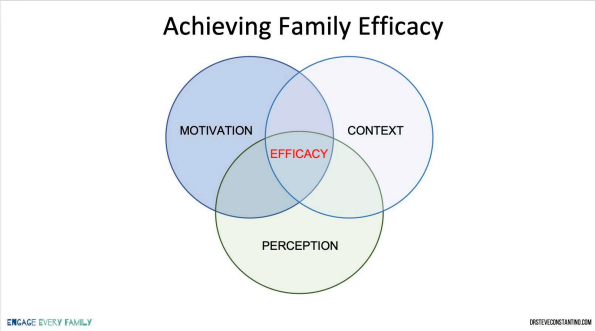
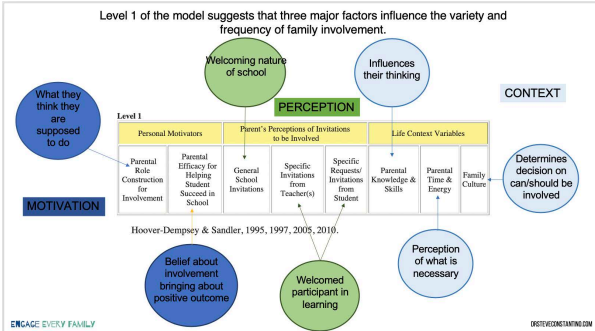
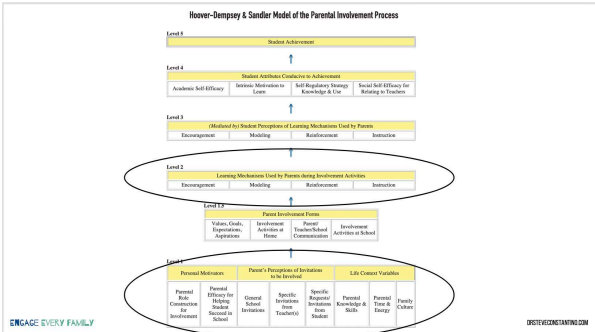
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Slides 26-30

## The Efficacy Design Model

- Practices that promote family efficacy:
  - Are grounded in student achievement and parent perceptual data
  - Are action oriented, meaning, parents/families learn by doing
  - Take parental levels of education into consideration
  - Work around barriers to successful family engagement
  - Meet family needs
  - Are part of a larger process to promote family engagement

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

## The Efficacy Design Model: Redesigning Learning Opportunities for Families

- Identify, through data analysis, the specific curriculum and area upon which you will focus the meeting activity. (i.e., math)
- Identify the students that are not meeting expectations or whose performance must be improved to meet minimum standards. Whatever the N= is of this group, dictates the families to be invited.
- Determine the strands, goals, objectives which need to be improved. Be specific (i.e., math, compound fractions).
- Interact with each family separately (home visits, web-based, telephone) to explain the reason for the meeting and the importance of their attendance.

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

## The Efficacy Design Model: Redesigning Learning Opportunities for Families

- Personalize invitations, reminders. Account for those things that make it easier for families to attend. "Day of" reminder calls are very effective. Get a commitment.
- Design the meeting and plan how you wish to work with families, communicate information and support their efforts at home.
- Follow up: More than one meeting. Meeting -Home Practice-Meeting.
- What to do and not to do if families are no-shows.

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

## The Efficacy Design Model for School-Based Activities: Conferences

- People engage with things that are meaningful and relevant to them.
- Promote the efficacy of families: Invite questions and input prior to the conference.
- Student-led.
- Reach out by phone: *"We are very happy to have the opportunity to talk with you about your child's experiences in school. As we prepare to meet, what questions do you have? What would you like to know or learn about when we meet? How can we best make this a meaningful experience for you?"*



ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Slide 32

Practices That Promote Efficacy in Families

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Slide 35

## 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.

## END OF MASTER CLASS THREE

## Efficacy Based Lesson Design Map

Pick a sample lesson (real or created) and assume that you are having to deliver the lesson via distance learning, and you do not have the opportunity to work face-to-face with families or students.

Your lesson should conform to the Efficacy-Based Checklist. Be prepared to share your work.

<p>Lesson Topic: _____</p>	<ul style="list-style-type: none"><li>✓ Teacher encourages and welcomes the family in the learning process. (Perception)</li><li>✓ Engages the family as a component of the planning and learning process not in a monitor or compliance role. (Motivation)</li><li>✓ Encourages dialog between the classroom teacher, family and student. (Feedback)</li><li>✓ Families are not required to “learn” the lesson to have a role in the learning process. (Motivation)</li><li>✓ Connects learning with home learning environment, when feasible (Context)</li><li>✓ The learning experience empowers family participation. (Efficacy)</li></ul>
----------------------------	--

# **Begin Master Class 4: Linking Family Engagement to Learning, Part 2: Taking Action and Measuring Success**

# A Review and Reflection...

Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure."

Albert Bandura (1997)

Consider the statement above. What have you learned thus far that can assist families in building their own self-efficacy?

## A Quick Review...

Slides 6-11

**The Five Simple Principles Logic Model**

- Logic Model
- Engagement as a Process
- Organic in Nature

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

**Principle #3: Build Family Efficacy**

- Promoting Family Self-Efficacy
- Where Engagement Connects to Learning
- Invisible Engagement

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

**Family Academic Socialization**

- **Socialization:** The degree to which families understand the importance of achievement and translate that message to their children.
- Socialization encompasses the variety of family **beliefs and behaviors** that influence children's school-related development.
- **Children's academic attitudes are shaped by their families.** The more the family is invested and knowledgeable about their children's learning, the more likely the children will improve academically, socially and behaviorally.
- Over time, families reduce home and school-based involvement but consistently engage in academic socialization.

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

**Efficacy is the power for one or many to produce an effect on a desired outcome.**

**Parental efficacy simply means that one possesses skills, abilities, and resources to parent effectively and to improve the family's school and community.**

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

**Efficacy is the power for one or many to produce an effect on a desired outcome.**

**Parental efficacy simply means that one possesses skills, abilities, and resources to parent effectively and to improve the family's school and community.**

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

The key to **effective** engagement is to make experiences for families both **meaningful** and **relevant**.

ENGAGE EVERY FAMILY | DRSTEVECONSTANTINO.COM

next page...

## Slide 12-13

## Key Points in Family Efficacy

- Personalize announcements and activities: Impact on child.
- NOT about possessing specific content knowledge or skills.
- Nurturing family efficacy brings about more desire to engage.
- Efficacy provides a parent with the belief that her involvement makes a difference in the child's learning experience.
- Families make decision about their involvement and engagement in part by think about the potential outcomes of that involvement.

ENGAGE EVERY FAMILY

## 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.

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

## Slide 14

**Main Idea & Details**

MAIN IDEA (yellow) DETAILS (green)

**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.

The drawing shows a whale, a dolphin, a shark, a crab, an octopus, a starfish, and a fish.

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM



## Slide 16

## Efficacy-Based Learning Checklist

- ✓ Teacher encourages and welcomes the family in the learning process. (Perception)
- ✓ Engages the family as a component of the planning and learning process not in a monitor or compliance role. (Motivation)
- ✓ Encourages dialog between the classroom teacher, family and student. (Feedback)
- ✓ Families are not required to “learn” the lesson to have a role in the learning process. (Motivation)
- ✓ Connects learning with home learning environment, when feasible (Context)
- ✓ The learning experience empowers family participation. (Efficacy)

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

## Slide 18

## High or Low Efficacy?

Great job, spelling bee winners! Sara and Toby took home first and third place for our district. Speaking of bees, we are continuing our Science unit on bees. Remember, turn in your permission slips by next Friday so you can join us on our trip to the bee farm. It will be great if you can come along! Parents, please let me know if you can chaperone.

- ✓ Teacher encourages and welcomes the family in the learning process. (Perception)
- ✓ Engages the family as a component of the planning and learning process not in a monitor or compliance role. (Motivation)
- ✓ Encourages dialog between the classroom teacher, family and student. (Feedback)
- ✓ Families are not required to “learn” the lesson to have a role in the learning process. (Motivation)
- ✓ Connects learning with home learning environment, when feasible (Context)
- ✓ The learning experience empowers family participation. (Efficacy)

Compliance Oriented

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

Slide 19

## Sample Assignment

Our class is really enjoying exploring fables. This week, we read “The Tortoise and the Hare” as we focus on how to create a summary. We are getting better at understanding the 5 parts of a summary: setting, characters, plot, solution, and main events. Developing this skill will help considerable in developing reading comprehension (and reading levels). Your child took home some fables today from our classroom library. If you can find a few minutes, sit and read a fable together with your child, the fables are short – 5 to 10 minutes. Then, ask you child to give you a summary of the fable. They should give you all 5 parts.

Let me know how it goes by sending me a text or e-mail. What did your child do well? Where do you think they need some help? Your feedback will help me structure our next lessons. Your best is just perfect! Let me know if you need some help. You can reach me either \_\_\_\_\_ or \_\_\_\_\_

Slide 20

Our class is really enjoying exploring fables. This week, we read The Tortoise and the Hare as we focus on how to create a summary. We are getting better at understanding the 5 parts of a summary: setting, characters, plot, solution, and main events. Developing this skill will help considerable in developing reading comprehension (and reading levels). Your child took home some fables today from our classroom library. If you can find a few minutes, sit and read a fable together with your child, the fables are short – 5 to 10 minutes. Then, ask you child to give you a summary of the fable. They should give you all 5 parts.

Let me know how it goes by sending me a text or e-mail. What did your child do well? Where do you think they need some help? Your feedback will help me structure our next lessons. Your best is just perfect! Let me know if you need some help. You can reach me either \_\_\_\_\_ or \_\_\_\_\_

- ✓ Teacher encourages and welcomes the family in the learning process. (Perception)
- ✓ Engages the family as a component of the planning and learning process not in a monitor or compliance role. (Motivation)
- ✓ Encourages dialog between the classroom teacher, family and student. (Feedback)
- ✓ Families are not required to “learn” the lesson to have a role in the learning process. (Motivation)
- ✓ Connects learning with home learning environment, when feasible (Context)
- ✓ The learning experience empowers family participation. (Efficacy)

## Slide 21

Hello Class!

Today's lesson is on finding the main idea and details. I've made a short video for you about it [here](#). Watch the video and read the paragraph below. Circle the main idea. Underline the details. Submit your work via e-mail or by using \_\_\_\_\_.

**Directions:** Circle the main idea. Underline the 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 the octopus. They can all swim. Would you like to see the ocean?

ENGAGE

TINO.COM

## Slide 22

Hello Class!

Today's lesson is on finding the main idea and details. I've made a short video for you about it [here](#). Watch the video and read the paragraph below. Circle the main idea. Underline the details. Submit your work via e-mail or by using \_\_\_\_\_.

**Directions:** Circle the main idea. Underline the 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 the octopus. They can all swim. Would you like to see the ocean?

- ✓ Teacher encourages and welcomes the family in the learning process. (Perception)
- ✓ Engages the family as a component of the planning and learning process not in a monitor or compliance role. (Motivation)
- ✓ Encourages dialog between the classroom teacher, family and student. (Feedback)
- ✓ Families are not required to "learn" the lesson to have a role in the learning process. (Motivation)
- ✓ Connects learning with home learning environment, when feasible (Context)
- ✓ The learning experience empowers family participation. (Efficacy)

ENGAGE EVERY FAMILY

DRSTEVECONSTANTINO.COM

Slide 23

Dear Families,

We are going to have a **blast** learning all about the main idea and details in writing! Here is a link to a video I made on main ideas and details ([link](#)). Feel free to watch it together as a family if you can. Our third graders are learning about finding the "main idea" of writing, as in a story or a paragraph. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph.. Sometimes you can find the main idea in the title! Ask your child to explain how they can find a main idea and details. (They should say something close to what is above or in the video). Then, take a moment to click on this [link](#) to a quick and easy "find the main idea" activity you can do at home that will help your child with this concept. When you are finished, hit "submit." I encourage you to do it together with your child. Families are encouraged and welcomed to participate. We will find the main idea together!! Please remember I am here for you if you need me. You can do this!! Remember, doing your best is just perfect!

I'll let you know about what I received in my Friday "Mrs. Connor's Vlog."

Engage Every Family ANTINO.COM  
drsteveconstantino.com

Slide 24

Dear Families,

We are going to have a **blast** learning all about the main idea and details in writing! Here is a link to a video I made on main ideas and details ([link](#)). Feel free to watch it together as a family if you can. Our third graders are learning about finding the "main idea" of writing, as in a story or a paragraph. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph.. Sometimes you can find the main idea in the title! Ask your child to explain how they can find a main idea and details. (They should say something close to what is above or in the video). Then, take a moment to click on this [link](#) to a quick and easy "find the main idea" activity you can do at home that will help your child with this concept. When you are finished, hit "submit." I encourage you to do it together with your child. Families are encouraged and welcomed to participate. We will find the main idea together!! Please remember I am here for you if you need me. You can do this!! Remember, doing your best is just perfect!

I'll let you know about what I received in my Friday "Mrs. Connor's Vlog."

- ✓ Teacher encourages and welcomes the family in the learning process. (Perception)
- ✓ Engages the family as a component of the planning and learning process not in a monitor or compliance role. (Motivation)
- ✓ Encourages dialog between the classroom teacher, family and student. (Feedback)
- ✓ Families are not required to "learn" the lesson to have a role in the learning process. (Motivation)
- ✓ Connects learning with home learning environment, when feasible (Context)
- ✓ The learning experience empowers family participation. (Efficacy)

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

## Slides 25-29

### **Principle #3: Build Family Efficacy**

*Description: Families are recognized as essential members of the learning team for each student—their participation is welcomed, valued, and encouraged by the school. The school understands that families are important and influential resources because they know their children best*

3.1 The school makes a conscious effort to educate families in how to play a proactive role in the learning life of their child throughout their child's school career.

3.2 The school is committed to the academic socialization of families and, to that end, develops and deploys strategies that encourage and support family engagement with specific learning in all classrooms.

3.3 Families participate in the development of the student's learning plan, help monitor and assess progress, and provide support for their child's learning.

3.4 Families suggest learning strategies and experiential possibilities and use their local knowledge, personal skills, assets, and networks in ways that support the school's program.

# Engage Every Family: Five Simple Principles

## Master Class 4: Taking Action and Measuring Success

Slides 10-12



Use this space below to record your thoughts to the two big questions:

What do you want

What are you willing to do to get it

---

---

---

---

# Slides 13-17

## Let's try an example

English Reading Performance	2016-2017				2017-2018				2018-2019			
	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed
All Students	10	61	72	28	21	57	79	22	6	64	70	35
Female	11	62	74	26	20	63	82	18	5	68	73	28
Male	10	61	70	30	23	50	73	27	7	62	69	31
American Indian	<	<	100	0					<	<	100	0
Asian	<	<	<	<	<	<	<	<	<	<	<	<
Black	9	58	67	33	21	58	79	21	2	65	67	33
Hispanic	<	<	<	<	<	<	<	<	<	<	<	<
White	15	57	72	28	21	58	79	31	18	68	86	14
Multiple Races	13	88	100	0	<	<	<	<	<	<	<	<
Students with Disabilities	17	25	42	58	21	50	71	29		27	27	73
Students without Disabilities	10	66	76	24	21	58	79	21	7	71	78	22
Economically Disadvantaged	9	55	65	35	22	51	73	27	4	59	63	37
Not Economically Disadvantaged	13	72	85	15	18	77	95	5	14	82	95	5
English Learners	<	<	<	<	<	<	<	<	<	<	<	<
Military Connected									<		100	0

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Applying the Principles to the Problem: Affirmations

<b>#1 Create a Culture that Engages Every Family</b>	Literacy struggles at an early age can negatively impact the remainder of a family's experiences throughout school and potentially cause more significant issues later.
<b>#2 Communicate Effectively and Develop Relationships</b>	Effectively communicating literacy goals and expectations in a manner that families can understand is critical to improved performance.
<b>#3 Build Family Efficacy</b>	The degree to which families feel confident in assisting their child at home will translate into improved literacy scores.
<b>#4 Engage Every Family in Decision Making</b>	Family input throughout the process could be critical in shaping future learning. Family input into student learning is critical to improving targeted areas.
<b>#5 Engage the Greater Community</b>	A plan to use community-based resources to assist with the problem could result in more widespread information dissemination and support for families and students.

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

### SMART Goals

- o Specific
- o Measurable
- o Attainable
- o Results-Oriented
- o Time Bound

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

### Action Steps

- Action Step #1:** Distribute information and discuss with families of targeted students the importance of home literacy support. Engage every family in the topic, begin to share the focus of the school and the desire of the school to work with all families to resolve issues and promote improved learning. (create a culture that includes every family, Principle #1).
- Action Step #2:** Design a recurring communication to families that supports them in discussing specific issues in literacy with their children and the goals established to improve academic performance. (Recurring communication will help to keep the topic in front of families and encourage them to ask questions, respond, and participate in a supportive and trusting manner) (communicate effectively and build relationships, Principle #2).
- Action Step #3:** Design and implement a series of workshops and/or home learning opportunities designed to improve family efficacy and in turn improve student experiences in and out of school. Workshops can be created to begin to educate parents in the areas needed. Designing efficacy-based learning opportunities outside of school will promote improved engagement and efficacy of families (Build family efficacy, Principle #3).
- Action Step #4:** Once initial strategies are implemented, collect information and feedback from families to determine the effectiveness of the strategies and collect information on what ideas and suggestions families have to further enhance improvement. Determining effectiveness and garnering family input into at-home learning will assist teachers in designing future lessons and improving systems in place to ensure that all students make progress in literacy. (engage every family in decision-making, Principle #4).
- Action Step #5:** Engage with local civic groups to enhance a community-based message and support of improved student literacy. (Community groups are always looking for ways to support schools. Conceptualize which groups can help and what that help might look like. By doing so, you are engaging the community and sharing accurate information about your school (engage the greater community, Principle #5).

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

[No Title]

### Possible Goal Statement

- By June 2021, Anytown Elementary School will increase reading comprehension scores for targeted third grade students by developing, implementing and assessing efficacy-based family learning packets in reading and literacy. Improvement will be measured by the re-testing of students in May 2021 with an overall 5% increase in scores. A Family participation data collection will determine parental perceptions of their own increased efficacy to assist their children.

ENGAGE EVERY FAMILY DRSTEVECONSTANTINO.COM

Engage Every Family: Five Simple Principles™  
**School/District Principles Implementation Format**

**Principle (Check One)**  
 \_\_\_\_\_ A Culture that Engages Every Family      \_\_\_\_\_ Communicate Effectively and Develop Relationships  
 \_\_\_\_\_ Build Family Efficacy      \_\_\_\_\_ Engage Every Family in Decision Making      \_\_\_\_\_ Engage The Greater Community

**Specific Clarifying Statement to be addressed:**

**Goal/Objective (to meet clarifying statement):**

Strategy to be employed	Who is responsible?	Needed Resources	Budget Considerations	Evidence of Completion

ENGA

COM



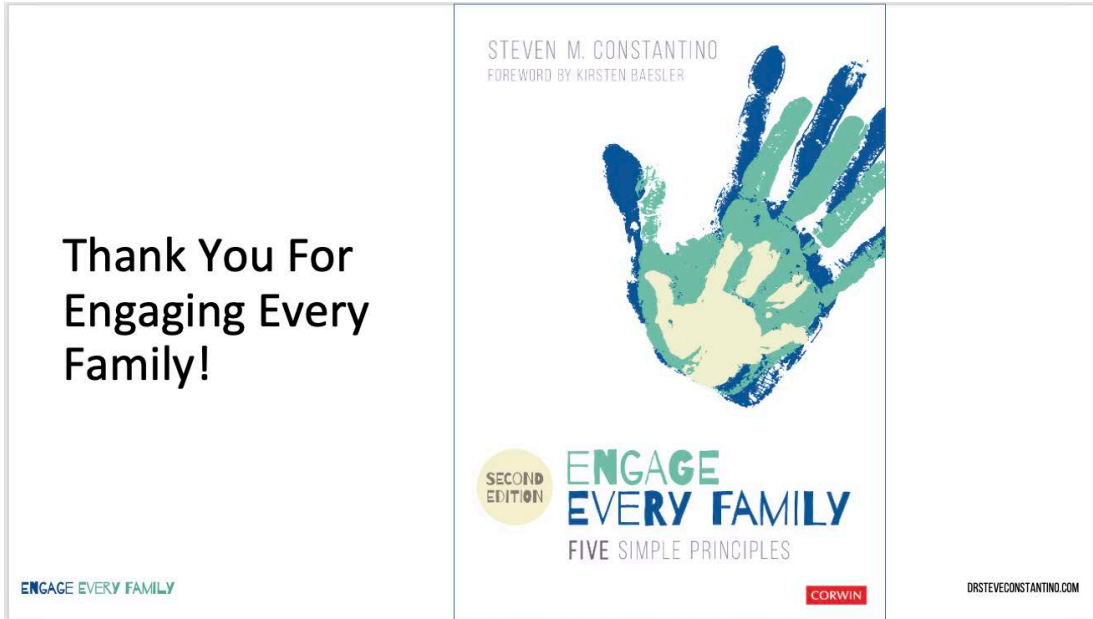
Slides 18-20

### **Introduction to Action Research: How to Measure What Gets Done**

- It seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection.
- Action research involves actively participating in a change situation, often via an existing organization, while simultaneously conducting research. It can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the environments within which they practice.

### **What is Action Research?**

- Research is a process in which participants examine their own educational practice and is based on the following assumptions:
  - Teachers and principals work best on problems they have identified for themselves
  - Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
  - Teachers and principals help each other by working collaboratively
  - Working with colleagues helps teachers and principals in their professional development

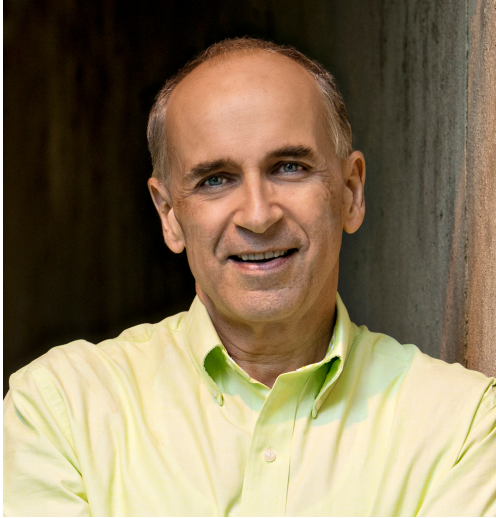


**for more information and resources visit:**

**[www.drsteveconstantino.com/resources](http://www.drsteveconstantino.com/resources)**

**Would you like to engage with Dr. Constantino in your  
school or district? Contact us!**

**<https://drsteveconstantino.com/contact/>  
or contact Jesse Leib (617) 593-8211**



## About Dr. Steve Constantino

Leader, teacher, speaker and best-selling author Dr. Steve Constantino has a long and distinguished career in leadership and bringing innovation to educational and business organizations. Steve is internationally recognized for his work in family engagement and his innovative, non-conventional, entrepreneurial and outlier approaches to leading organizations and acquiring impressive results. As a master of the stage, he has captivated thousands of teachers, administrators, school board members and business people from the United States and around the world.

His amazing keynote presentations and workshops have been featured in local, state, regional, national and international conferences. With the gifts of storytelling, humor and the knack for telling it like it is, Steve is a much sought-after speaker and leadership consultant because he is the rare combination of someone who can both lead and teach others how to lead.

Steve's work quickly gained national prominence and soon he began traveling the United States speaking and working with all types of educators, school board members, and businesses to promote sound practices in the leadership of organizations and the leveraging of family engagement as an essential element in increased academic achievement for all students and workforce productivity for businesses.

As a result of his experiences and his practical approach to engaging families, Steve has authored four books on the subject. His first book, *Making Your School Family Friendly* (NASSP, 2002) was published after being selected by the National Association of Secondary School Principals and the MetLife Foundation to create the first-ever family friendly schools national symposium, held in Washington DC.

His second book *Engaging Every Family* (Rowman and Littlefield, 2003) soon followed. This book expanded on the conceptual framework of the four domains of family engagement. In 2008, Steve released his third book *101 Ways to Create Real Family Engagement* (Engage Press, 2008). Steve's fourth book, *Engage Every Family: Five Simple Principles* is published by Corwin Press and quickly became a bestseller. The new, second edition of *Engage Every Family* was released in September, 2020 and instantly became a bestseller as well.

Steve began his career as a teacher and moved through the ranks to district superintendent. At the state level, Steve held positions as Chief Academic Officer and Acting State Superintendent. Today, Steve is an Executive Professor in the Educational Policy, Planning and Leadership Department at the William & Mary School of Education and continues to accept numerous invitations to speak and consult with schools, districts and business organizations around the world