

FAMILY ENGAGEMENT LEADERSHIP INSTITUTE

Cohort 4, Session 2

October 29, 2025

We'll get started at

9:30 PT / 10:30 MT

CHANGE YOUR ZOOM NAME:

Name, School/District, Location

Happy Principals Month!!!





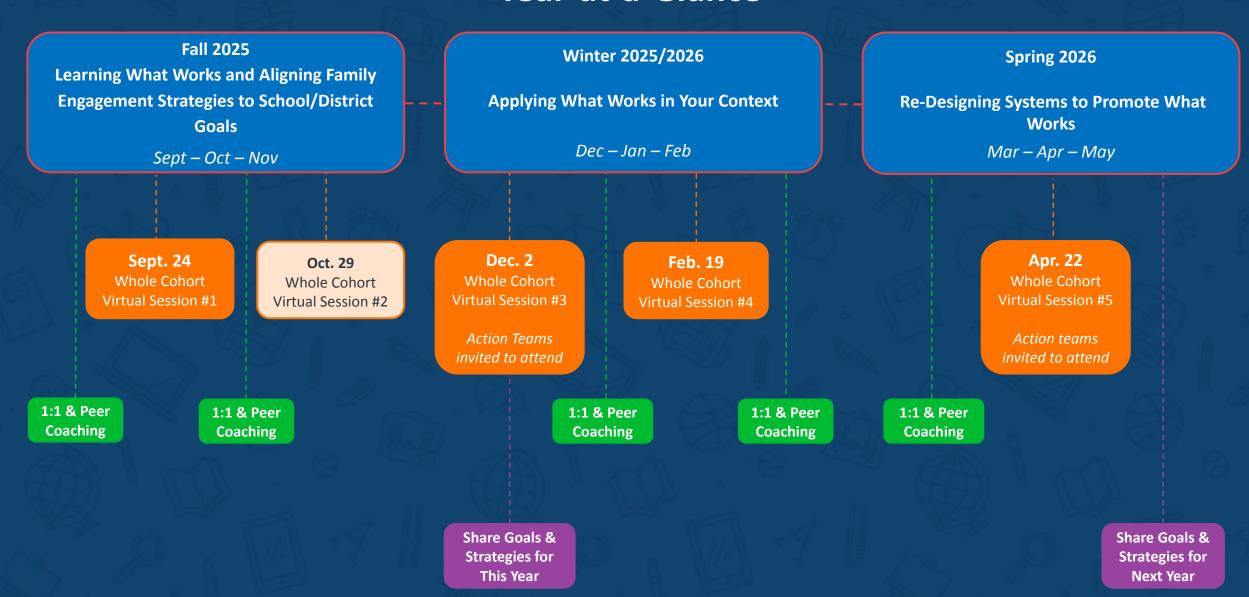








Family Engagement Leadership Institute Year-at-a-Glance



Today's Objectives

Attendees will:

- Have a deeper understanding of the essential evidence in family engagement
- Understand that family engagement should not be a goal but a strategy to help them advance their existing school goals
- ✓ Identify school goal(s) they want to focus on this year, and at least 1 Leadership Move to share with their coach

Agenda

- ✓ Welcome
- What Works in Family Engagement
 - Special guest, Dr Mapp & breakouts with colleagues
- Defining our goals
 - Whole-group consultancy & breakout with colleagues
- Next steps
 - Understanding the deck & quiet work time
- Closing

Zoom Poll

Which resonates for you most today?

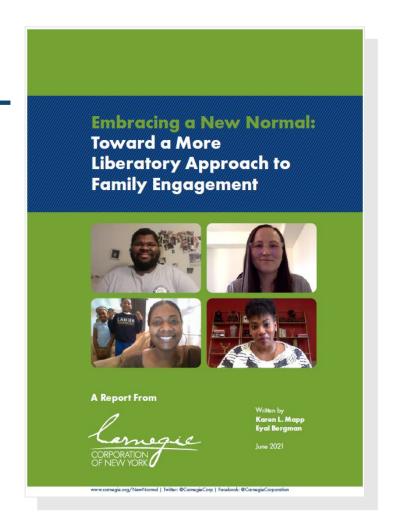


The Research From 3 Vantage Points

30k Feet

10k Feet

Ground Level



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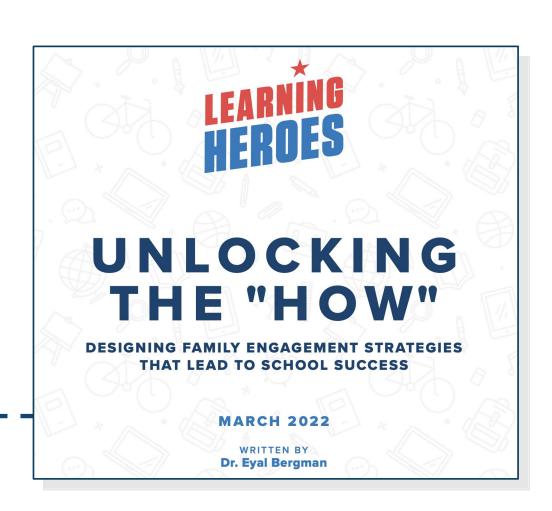


The Research From 3 Vantage Points

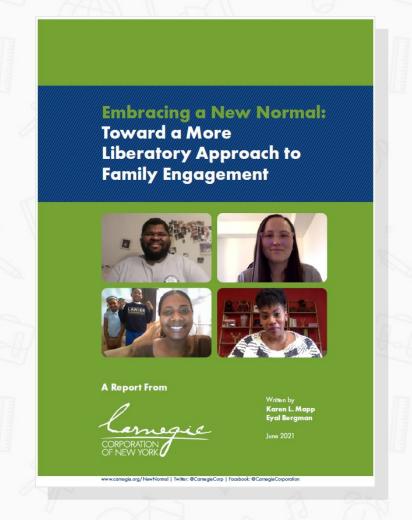
30k Feet

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Ground Level



Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement



Caste: The Origins of Our Discontents Isabel Wilkerson

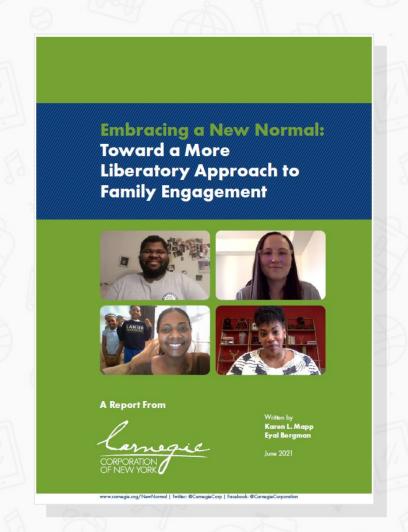
"As we go about our daily lives, caste is the wordless usher in a darkened theater, flashlight cast down in the aisles, guiding us to our assigned seats in a performance. The hierarchy of caste is not about feelings or morality. It is about **power** — which groups have it and which do not. It is about resources — which caste is seen as worthy of them and which are not, who gets to acquire them and who does not. It is about respect, authority, and assumptions of competence — who is accorded these and who is not."



Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement

Challenges

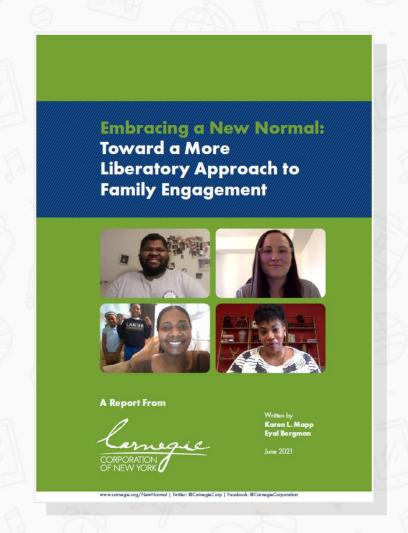
- 1. Nondominant families are treated as spectators to the work of schools
- 2. Expertise and cultural capital overlooked
- 3. Family engagement efforts take on an assimilationist function



Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement

North Star

- 1. Liberatory
- 2. Solidarity-driven
- 3. Equity-focused



Chat box Waterfall #1

What is one word or phrase that captures your takeaways from Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

Capacity Outcomes The Challenge **Essential Conditions Policy and Program Goals** Educators Process conditions · Have not been exposed to strong examples of family engagement · Relational: built on mutual trust · Have received minimal Build and enhance the Educators are empowered to: training Linked to learning and development capacity of educators and · May not see partnership as an · Connect family engagement to essential practice families in the "4 C" areas: · Asset-based learning and development · May have developed deficit Culturally responsive and Engage families as co-creators mindsets respectful • Capabilities (skills + Honor family funds of knowledge Collaborative knowledge) Create welcoming cultures Interactive Connections (networks) · Cognition (shifts in beliefs Effective partnerships and values) that support student Confidence (self-efficacy) and school Organizational conditions improvement గ్గిగి · Systemic: embraced by Families engage in leadership across the Families diverse roles: organization Have not been exposed to · Integrated: embedded in all strong examples of family Co-creators Monitors strategies Supporters Advocates · Sustained: with resources Have had negative past • Encouragers • Models and infrastructure experiences with schools and educators · May not feel invited to contribute to their children's education

 May feel disrespected, unheard, and unvalued

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

The Challenge

Essential Conditions



Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

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Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Organizational conditions

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

Process conditions

- Relational: built on mutual trust
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Organizational conditions

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The Challenge **Essential Conditions Policy and Program Goals** Educators Process conditions Have not been exposed to strong examples of family · Relational: built on

engagement

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- training
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- · May have developed deficit mindsets

Organizational conditions

· Systemic: embraced by leadership across the

· Integrated: embedded in all

· Sustained: with resources

and infrastructure

organization

strategies

mutual trust

· Asset-based

respectful Collaborative

Interactive

· Linked to learning and development

· Culturally responsive and

- Families Have not been exposed to strong examples of family
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected. unheard, and unvalued

Build and enhance the capacity of educators and families in the "4 C" areas:

- knowledge)
- Connections (networks)
- · Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs) and values)
- Confidence (self-efficacy)

Chat box Waterfall #2

What is one word or phrase that captures your takeaways from
Dual Capacity-Building
Framework for Family-School
Partnerships (Version 2)



UNLOCKING THE "HOW"

DESIGNING FAMILY ENGAGEMENT STRATEGIES
THAT LEAD TO SCHOOL SUCCESS

MARCH 2022

WRITTEN BY

Dr. Eyal Bergman

Three key sources:

- 1. Learning Heroes national polling data
- 2. Dual Capacity-Building
 Framework for
 Family-School
 Partnerships (Version 2)
- 3. Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement

3 Pillars of Effective Family Engagement



TRUST

Place trust and teamwork at the center of the home-school relationship.



STUDENT LEARNING

Anchor family engagement strategies in **student learning** and well-being.



INFRASTRUCTURE

Build **systems** and **structures** that enable the work.

Examples of Pillars in Action



TRUST

- Home visits
- Positive calls home
- BTSN focused on 1:1 relationships



STUDENT LEARNING



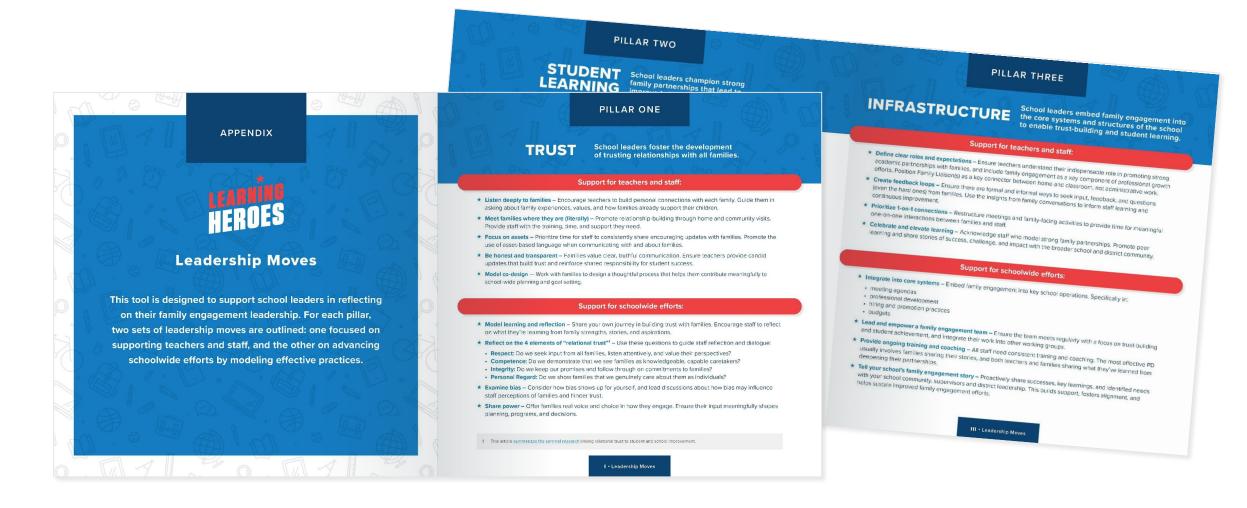
 Individualized data at family events



INFRASTRUCTURE

Using PD days & staff meetings, allocating budgets, adjusting master schedule

Leadership Moves



Leadership Moves – Pillar 1: Trust

Support for teachers/staff:

- Listen deeply to families
- Meet families where they are (literally)
- Focus on assets
- Be honest and transparent
- Model co-design

Support for schoolwide efforts:

- Model learning and reflection
- Reflect on "relational trust"
- Examine bias
- Share power

Breakout Discussions

Which Leadership Moves are a strength for you?

Which do you want to lean into this year?

LEARNING HEROES

We'll get started at

10:45 PT / 11:45 MT

BREAK

Consultancy protocol

Jessica Lujan Principal Knapp Elementary SW Denver



- Jessica shares (3 mins)
 - Clarifying questions in the chat

 Jessica responds to clarifying questions (2 mins)

 Cohort offers probing questions & suggestions (7 mins)

Jessica offers reflection (3 mins)

Examples of Goals to Anchor On

GOALS

- Decrease chronic absence
- Improve DIBELS scores
- Strengthen student engagement

NOT GOALS

- More parent volunteers
- Coffee with the principal
- ELAC attendance

Breakout room discussion

Has family engagement been a goal or a strategy?

Which school/district goals are you considering?

Chat box Waterfall

Which school/district goals are you considering?

Our Action Team

- Eyal Bergman (Principal)
- Windy Lopez (Assistant Principal)
- Darien Dey (5th grade Parent)
- Ron Mirr (3rd grade Parent)
- Michael De Sousa (Grade 3 Teacher)
- Mike Serban (Instructional Coach)
- Rochelle Machado (Instructional Coach)
- Brandon Pinkney (MTSS Coordinator)



THANK YOU TEAM!

Our Baseline Data

ELA

26%

at or above grade level

Math

19%

at or above grade level

Chronic Absenteeism

17%

Learning Goal: Improve Math Proficiency



TRUST

Leadership Moves

Listen deeply to families

Our "Safe-to-Fail" Experiment(s)

Empowered 3rd grade teachers to make welcoming calls to families, inviting them to share their hopes and dreams for their child.



ACTION STEPS

- **Modeled** listening and learning for the 3rd Grade Team.
- Provided a **script** and practiced during a team meeting.
- Provided **time** to make the calls.
- Had the 3rd grade team share what they learned with the whole staff.

Learning Goal: Improve Math Proficiency



STUDENT LEARNING

Leadership Moves

- Show grade-level expectations & how to support them at home
- Share grade-level progress

Our "Safe-to-Fail" Experiment(s)

- All teachers shared **i-Ready scores** during conferences.
- Some teachers co-created at-home learning plans—a weekly goal of 45 minutes of i-Ready math.



ACTION STEPS

- Modeled and practiced sharing i-Ready data during a staff PD session.
- Talked to 10 families coming out of conferences to get input. We began by asking them what they learned about their child's academic achievement.

Examples of Safe-to-Fail Experiments



TRUST

- Home visits
- Positive calls home
- BTSN focused on 1:1 relationships



STUDENT LEARNING



 Individualized data at family events



INFRASTRUCTURE

Using PD days & staff meetings, allocating budgets, adjusting master schedule

Quiet writing time

Or call a colleague Identify a school goal

Identify a Leadership Move

Identify a Safe to fail experiment

Next Steps

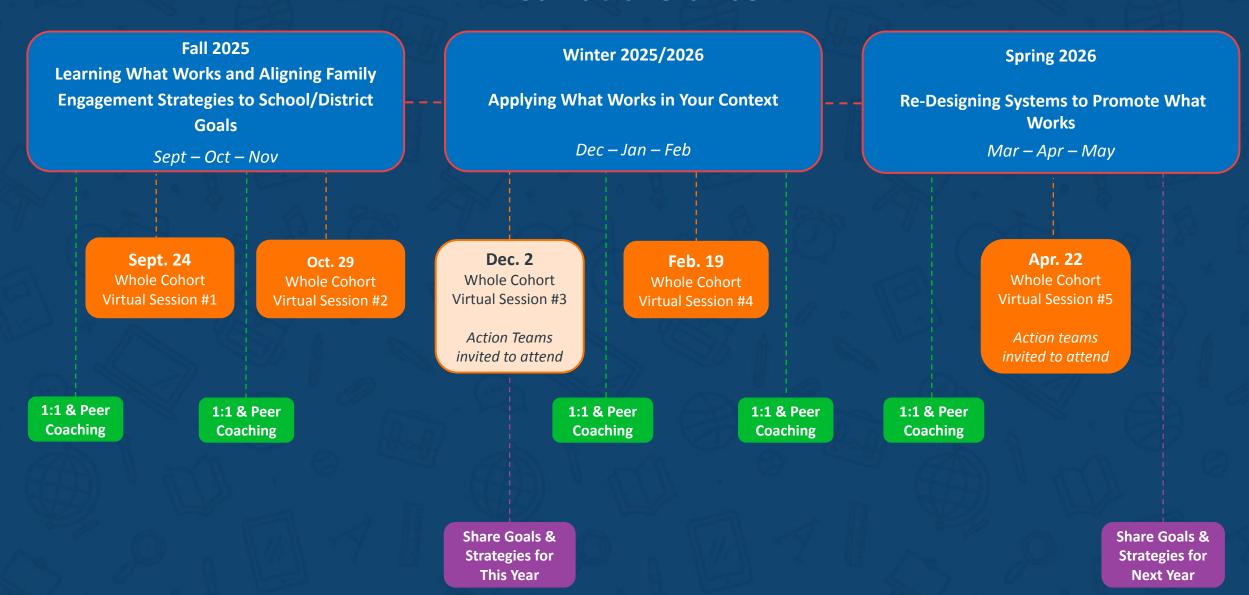
Determine your team

Define your goals & Leadership Moves

Build some safe-to-fail experiments



Family Engagement Leadership Institute Year-at-a-Glance





Contact

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