Let's Get Started!

Review **"School-Community Engagement History, Challenges, and Vision"** document in your folder (left side)

5 min: jot notes to yourself about each aspect of school-community engagement

5 min: meet with 1 - 2 colleagues not from your community/school to share your responses

Engaging Community for a durable, doable, representative partnership

June, 2018
CEI Showcase

Greeley

TODAY'S
PRESENTER

From the Great Schools Partnership

Craig Kesselheim, Senior Associate

Dear Judy,

Join the Boston Education Action Network's members for the annual Coming Together for Equity Forum! At the inaugural forum last year, Superintendent Chang and 6 other leaders from the district and charter sectors pledged to increase positive discipline practices and supports for social emotional learning (SEL) in their schools.

Hosted at UCB - 1544 Columbus Ave at 6:30pm

On June 19th, BEAN looks forward to reconnecting with these leaders, along with teachers, students, and families to discuss the progress that Boston's schools are making towards improving social-emotional learning outcomes and reducing school suspensions.

This year's panelists include:

- Dr. Tommy Chang, Superintendent, Boston Public Schools
- Cara McCarthy, Elementary Principal, Neighborhood House Charter Schools
- Pauline Lugira, Principal, Frederick Pilot School
- Jon Clark, Co-Director, Brooke Charter Schools
- Ethan D'Ablemont Burns, Principal, Manning Elementary School

Click here to reserve your free ticket: https://www.eventbrite.com/e/coming-together-for-equity-forum-tickets-45584445303

Agenda

Reflect: School-Community Engagement History, Challenges, Vision

Define: "Authentic" School-Community Engagement

Apply: Case Study - making it real

Consider: Conditions for School-Community Engagement

Plan: Entry Points for School-Community Engagement

Why do you think school-community engagement is important?

What does authentic school-community engagement mean to us?

STRENGTHENING PARTNERSHIPS

District 6 will increase engagement and interest in learning through community and school partnerships with our students, parents, and community to enhance student success.

Principles of Successful School-Community Engagement

1. Inclusive and equitable

2. Intentional

3. Connected to decision-making and change

What Do People Want?

1. To belong

2. To have a legitimate voice

3. To have an impact

Positive Outcomes

Stronger and more trusting relationships

Positive Outcomes

New youth, family, and community leaders

Positive Outcomes

Greater community support for change and innovative solutions to vexing problems
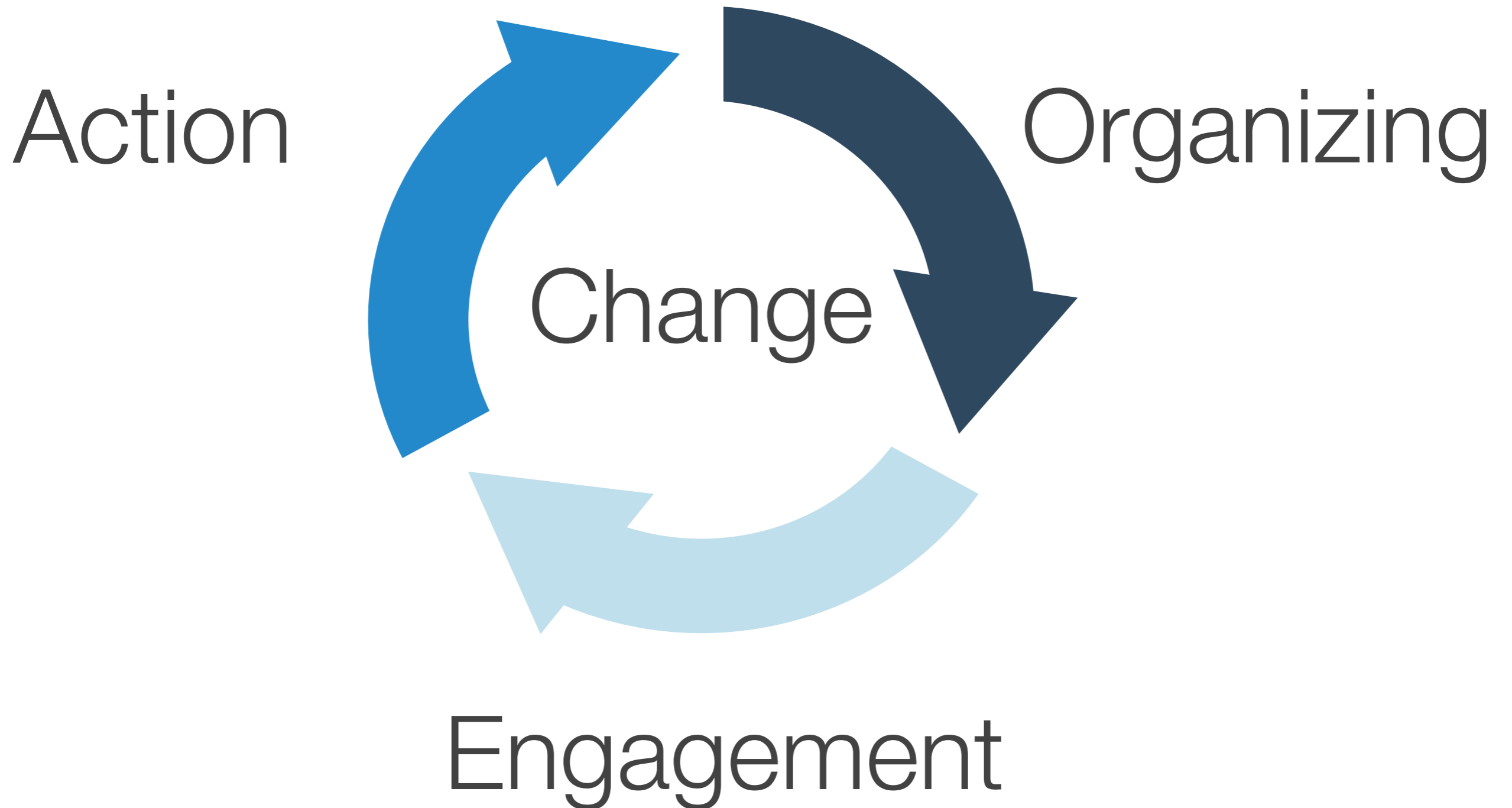
Positive Outcomes

Increased student achievement and aspirations

Engagement = Inclusion

Engagement → Decision Making

Action

Organizing

Change

Engagement

School-Community Engagement Spectrum

Informing

Seeking Input

Deciding Together

More school directed

Less community involvement

Less school directed

More community involvement

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CASE STUDIES ON DIVERSITY AND SOCIAL JUSTICE EDUCATION

Paul C. Gorski and
Seema G. Pothini

Case 6.1: Task Force

Gorski and Pothini, <u>Case Studies on Diversity and Social Justice Education</u>, 2013

Case Study Process

Read, reflect, discuss

- Read: **10** minutes

- Reflect on the issues that arise, using the end of chapter questions if they are helpful: **5** minutes

- Table talk in groups of 3 - 5: **5** minutes

Mapping Your Entry Points

Entry Point for Engagement

An existing policy, program, or practice that can be modified to:

- Amplify stakeholder voice and involvement in District/school decision-making

- Enhance understanding of the principles and value of authentic school-community engagement

- Help people see the transformative potential of larger school-community engagement driven systems change.

Potential Entry Points

- Parent-teacher conferences

- Exhibitions of learning

- Student governance

- Surveys (family, teacher, student, community)

- Open houses + orientation programs

- Community-based/service learning projects

- School board meetings

Conditions to look for:

- It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, etc.

- It can influence governance, authority, and decision-making

Conditions to look for:

- Impact can be achieved without significant investments of time, money, resources

- The change will be visible to and felt by people inside and outside of the school

Feasibility

- Short-term success

- Stakeholder**s** support

- District/school capacity and will

- "Coalition of the willing" (actual or potential)

- Community assets

Relevance

- Impact multiple constituencies + stakeholders

- Influence governance, authority, decision-making

- Urgency without crisis

- Sacred? Tension or confusion?

- Consequences of early failure?

Affordability

- Time, funding, human resources + political capital

- ROI

- Sustainability

Influence

- Policy, program, practice

- Mindsets, biases, paradigms

- School culture + governance

- Learning experiences + pedagogy

Narrative

- Compelling + accessible

- Appeal to educators needs, interests, aspirations

- Inspire + motivate

- Challenge entrenched narratives

- Positively impact internal + external perceptions

Resources

GREAT SCHOOLS PARTNERSHIP

**Mapping Entry Points
to School-Community Engagement**

2.0 June 2018

An **entry point** is an existing program, practice, or structure that can be modified to amplify stakeholder voice and involvement in district/school decision-making, enhance understanding of the principles and value of authentic school-community engagement, and help people see the transformative potential of larger school-community engagement-driven systems changes.

Entry Point: Identify your entry point below:

Considerations for Identifying Entry Points to More Effective School-Community Engagement

Ideas for Modifying this Program, Practice, or Structure Consider an aspect or a feature that could be modified. Enter one idea per row.	Feasibility "Is this do-able?"	Relevance "Is this the right work?"	Affordability "Is this worth it?"	Influence "Is this strategic?"	Narrative "Is this compelling?"

Resources

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Perspectives and Experiences

Existing Parternships

Don't assume you're the first, the only, or the experts

Time

Assume 3 years

- (Part 1) Build empathy and understanding. Personal experience e.g. about CBL "What did success look like for you when you were growing up; how has that changed for your children today?"

- (Part 2) How is our community doing? Looking at data. School outcomes; community health data.

- (Part 3) Steps we can take

- (Part 4) Actions we can commit to

Capacity

Can you deliver on the community's aspirations?

- Faculty buy-in
- New learning / PD
- New school structures, procedures, paradigms

Messaging

- iNACOL Webinar "Communications Strategies for Education Leaders Shifting Toward Competency-Based, Personalized Learning"

- **https://www.inacol.org/resource/communication-strategies-education-leaders-shifting-toward-competency-based-personalized-learning/**

Perspectives and Experiences: Yours

Reflection and Closing

What is one thing you're taking away—an insight or next step—from this session?

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Thank You

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