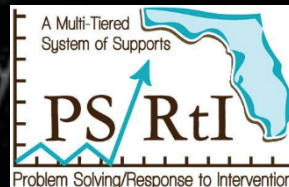


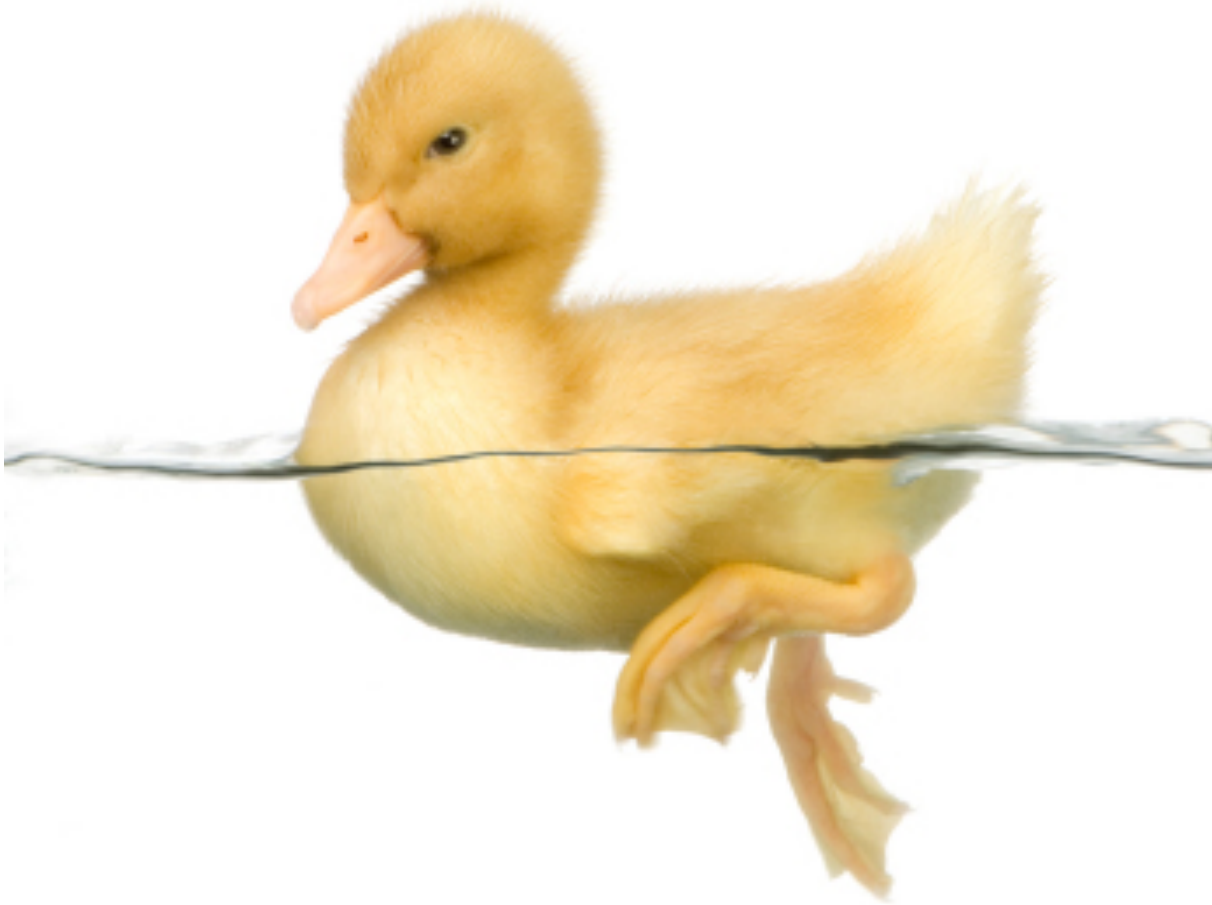
Wednesday Webbies

# Empowering Parents

February 17, 2021



**Just keep paddling...**





- Last of five Webbies
- Synchronous/asynchronous
- Inservice points



# Follow-up Activity for INSERVICE POINTS:

- Complete the Collaborative Math Plan
- Follow-up activity
  - Presentation of information to supervisor regarding what you have learned from the webinars and share plan for verification
    - Use your notes from the Planning column to complete the Math Action Plan template that will be provided following the final webinar
  - Have your principal/supervisor sign and date, acknowledging that she/he has reviewed your webinar notes and Math Action Plan
- Submit the form to [srobertson@usf.edu](mailto:srobertson@usf.edu)

<https://bit.ly/2RsYEz1>



# Who Is Here to Support You?

- FL Department of Education
  - Bureau of Exceptional Education and Student Services
  - Bureau of Standards and Instructional Support
- FL Diagnostic & Learning Resources System (FDLRS)
- FL Inclusion Network (FIN)
- State Personnel Development Grant (SPDG)
- Problem Solving/Response to Intervention Project (PS/RtI)
  - Student Support and Academic Achievement Unit
  - Technology Learning Connections Unit



# Objectives



Understand the components of Key Practice 2 from the *What Matters Most: Key Practices Guide*



Learn from our panelists how parents can be empowered to partner with districts/schools to create and achieve math goals



Identify resources to empower parents and district/school staff to collaborate in order to create and achieve math goals



| What Matters Most: Key Practices Guide   |   |
|--|---|
| Key Practice 1: Use Data Well  |   |
| While districts, schools, and individual teachers use data and have been for some time now, there has been too much emphasis placed only on the performance of students on state assessments. While these data are important for strategic planning, they provide little ongoing guidance to teachers or administrators. Districts that have "treated their numbers" for all children have or are engaged in developing district-wide processes that allow for more collective use of relevant data to make smaller decisions, including the ongoing assessment of teaching and learning for the classroom, school, and district levels. These processes include the development, implementation, and ongoing use of teacher-developed formative assessments, and the use of grade-level/departmental, and vertical teams to collaboratively score these shared assessments and plan for student instruction. They also include the use of building and district benchmark assessments. Fuller (2010) states that progress monitoring directly with teachers is the use of data more frequently as opposed to any other teaching or classroom, and different and later (2010) found that the reliability for assessing student learning and district decision making was one critical characteristic of effective districts. |   |
| ROLE   | CONSIDERATIONS  |
| For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement  |   |
| <b>State Assessment Agencies (SEAs)</b>  | <p><b>To what degree do state education agencies (SEAs):</b></p> <ul style="list-style-type: none"> <li>Use data to identify and respond to current needs related to student learning across areas (e.g., regions, zones, intermediate/joint service areas, districts) of the state?</li> <li>Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts?</li> <li>Ratify, update, or create new state systems of support focused on building the capacity of all districts in the state to improve instructional practices and student learning?</li> <li>Establish mechanisms for providing high-quality and consistent support - including facilitation and professional development - to all districts in the state in the effective use of data to improve the learning of all students and groups of students, such as students with disabilities?</li> <li>Provide leadership/resources that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning?</li> <li>Ensure that data information is targeted to providing support to underperforming districts and, at the same time, are applicable to and used by all districts in the state to continually support higher levels of learning for all students?</li> </ul> |
| <b>District &amp; Local Schools</b>  | <p><b>To what degree do districts and their schools:</b></p> <ul style="list-style-type: none"> <li>Establish clear expectations for effective data use at all levels of the system?</li> <li>Use data to identify district, building, and classroom needs, and establish goals and performance targets at the district and school level?</li> <li>Use data to measure the degree of implementation of strategies/practices, including professional development, to reach district/school-identified goals?</li> <li>Require teachers and teacher teams to use data to establish instructional priorities and inform instructional practice on an ongoing basis?</li> <li>Model and monitor the use of data to inform instructional decisions?</li> <li>Provide support at all levels in the effective use of data to facilitate higher levels of learning for all students and groups of students, such as students with disabilities?</li> </ul>  |
| <b>Parents &amp; Families</b>  | <p><b>To what degree are parents/families empowered to:</b></p> <ul style="list-style-type: none"> <li>Provide relevant information and feedback to district/school personnel on multiple dimensions (e.g., academic, physical, social-emotional) of their child's progress and challenges?</li> <li>Participate as members of the district or school leadership team?</li> <li>Understand the importance of grade-level expectations in core content areas (e.g., reading, math)?</li> <li>Understand the implications of how their child's district/school/teacher assesses what their child is learning and the level of learning?</li> <li>Work with the district/school/teacher(s) to collect data on their child's performance in designated areas?</li> </ul>  |

MOVING YOUR NUMBERS

# Key Practices

“Districts making the most significant, systemic improvements in teacher instruction and student performance are those implementing practices evidenced by research to be essential and effective in not only generating gains, but in sustaining them.”

Efforts to maintain focus on teaching and learning, align actions across the district, and continuously monitor the degree of implementation of such actions to assess impact on student learning can be organized around the following (6) key practices:

- 1 Use data well
- 2 Focus your goals
- 3 Select and implement shared instructional practices
- 4 Implement deeply
- 5 Monitor and provide feedback and support
- 6 Inquire and learn





## What Matters Most: Key Practices Guide

### KEY PRACTICE 1: USE DATA WELL

*While districts, schools, and individual teachers use data and have been for some time now, there has been too much emphasis placed only on the performance of students on state assessments. While these data are important for strategic planning, they provide little ongoing guidance to teachers or administrators. Districts that have “moved their numbers” for all children have or are engaged in developing district-wide processes that allow for more collective use of relevant data to make smarter decisions, including the ongoing assessment of teaching and learning at the classroom, school, and district levels. These processes include the development, implementation, and ongoing use of teacher-developed formative assessments, and the use of grade-level/departmental/course, and vertical teams to collaboratively score these shared assessments and plan for shared instruction. They also include the use of building and district benchmark assessments. Fullan (2008) states that principals working directly with teachers in the use of data is more than twice as powerful as any other leadership dimension, and Leithwood and Jantzi (2008) found that the reliability for assessing student learning and district decision making was one critical characteristic of effective districts.*

Webinar 1 – Use Data Well  
Webinar 2 – Parents as Partners  
Webinar 3 – Data Dig





## What Matters Most: Key Practices Guide

### KEY PRACTICE 2: FOCUS YOUR GOALS

*When asked to describe the new initiatives undertaken in the last year or two, most teachers and administrators would list a litany of initiatives, often disconnected. If asked, "What are the district or school improvement initiatives?" most teachers and administrators often cannot articulate them. Reeves (2006) referred to this problem as "initiative fatigue," while Fullan (2008) calls this "repetitive change syndrome." If teachers, schools, and districts are to make improvement then they must be allowed and encouraged to focus on a few critical things well. As Patterson, et al. (2008) notes, "a few behaviors can drive a lot of change... Enormous influence comes from focusing on just a few vital behaviors." Leithwood and Jantzi (2008) recommend focusing the goals on student learning through the use of specific forms of instruction. They also recommend that the strategies be targeted on specific areas of low performance and phased in over time. Robinson (2008) identifies goal setting as one of the most critical school leadership responsibilities.*

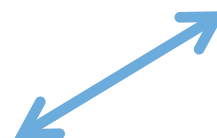
Webinar 4 – Focus Your Goals  
Webinar 5 – Empowering Parents ←



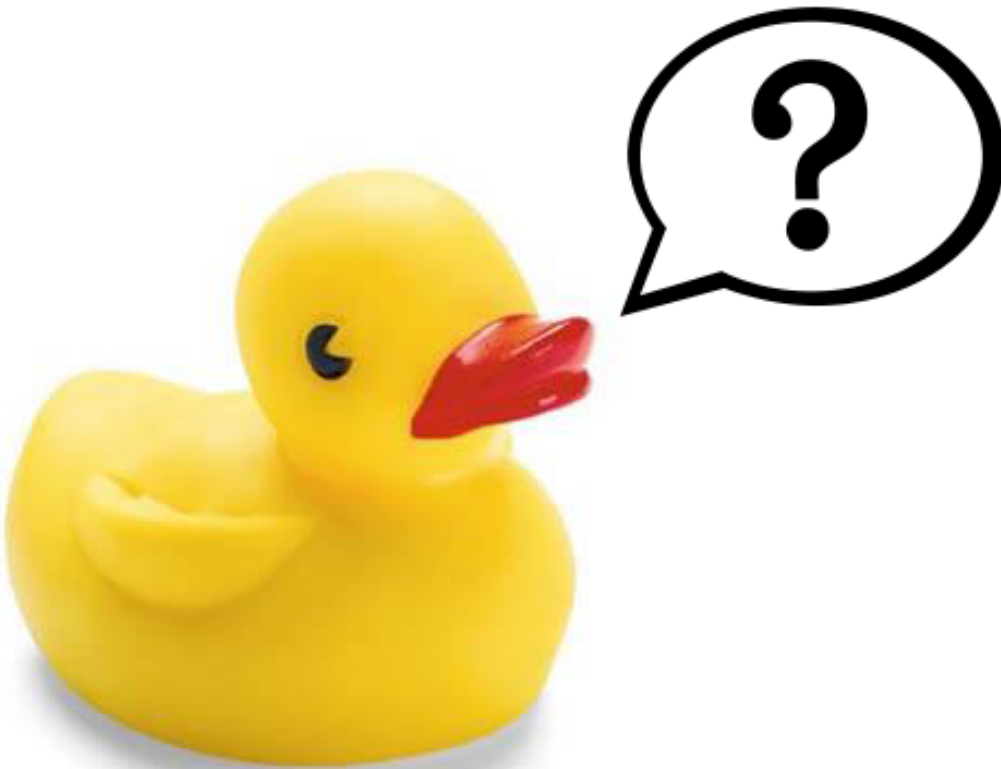
# PLEASE INTRODUCE YOURSELF

- Tosha Littles
- Christine Goulbourne
- Aimee Kowalczyk

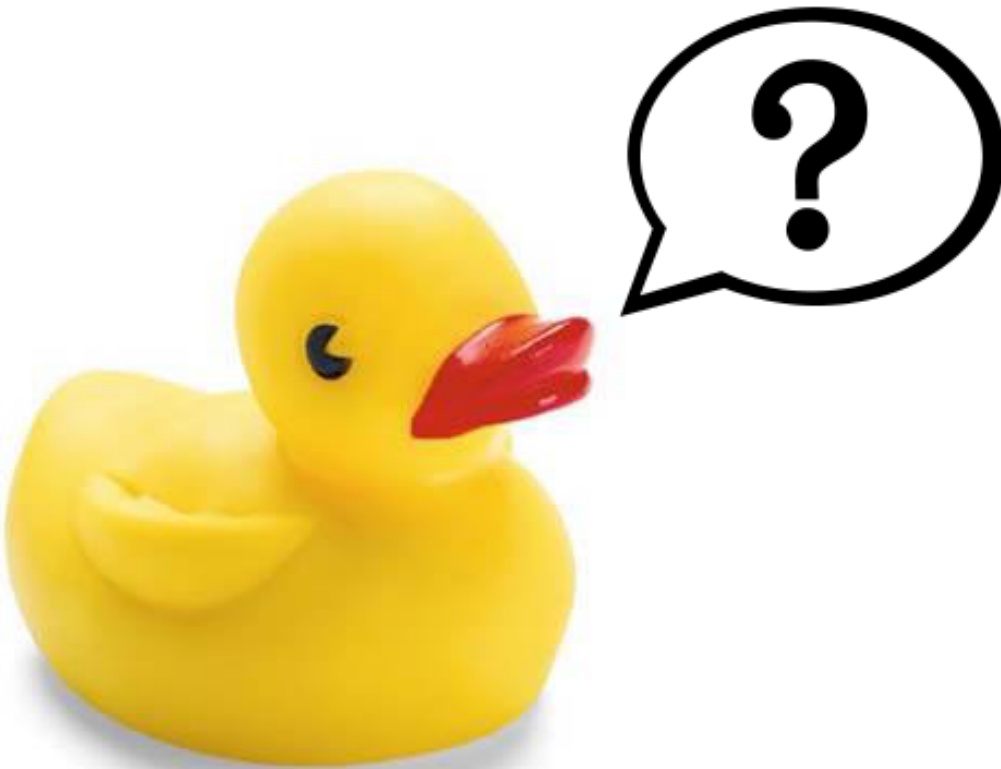
|  |   |   |
|--|---|---|
|  | <p><b>During Webinar – Key Points:</b></p> <p><b>Participate and take notes during the Panel here...</b></p> <p><b>What are your take-aways pertaining to the ways parents are empowered?</b></p> | <p><b>Planning: What do I want this to look like in my plan regarding empowering parents?</b></p> |
| <p><i>How do you empower parents/families to:</i></p> <ul style="list-style-type: none"> <li>• <i>Contribute to the identification of focused district goals for improving instruction and achievement in math?</i></li> <li>• <i>Support the district/school in reaching district/school-wide goals in math?</i></li> <li>• <i>Participate in activities related to school-level strategies designed to reach district/school goals in math?</i></li> <li>• <i>Understand the relationship between their child's classroom instruction and school-level strategies designed to reach district/school goals in math?</i></li> <li>• <i>Offer feedback to school and district officials on the relevance of district goals and school-level strategies in meeting their child's instructional needs in math?</i></li> </ul> |   |   |



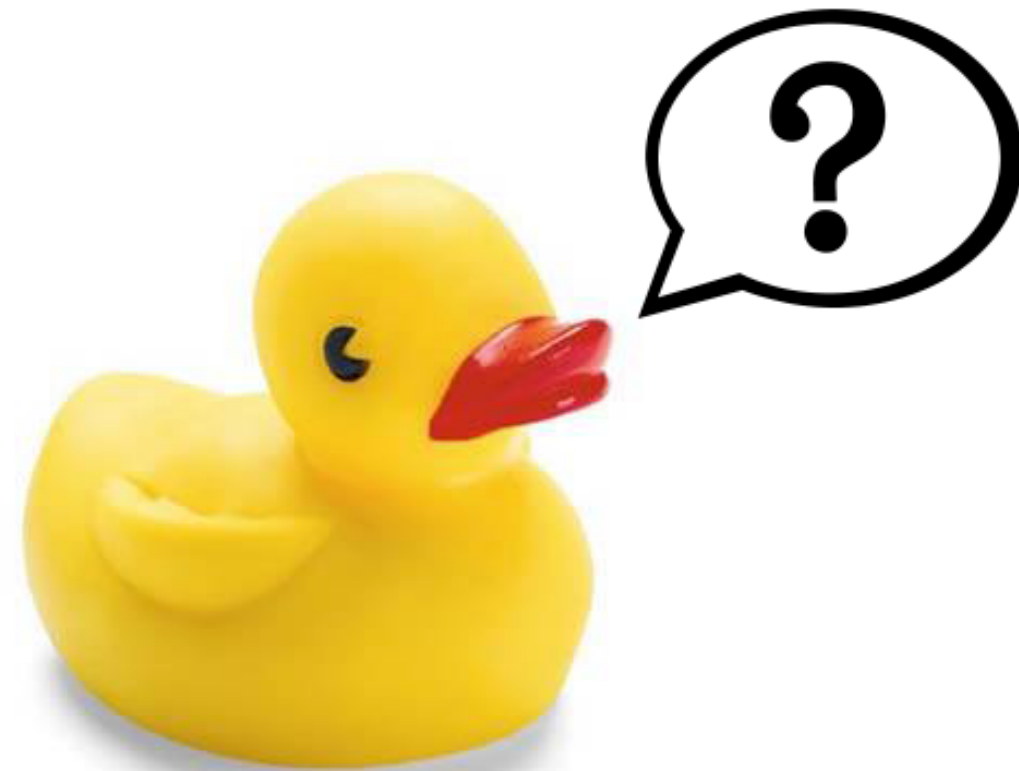
How do you feel empowered to contribute to the identification of focused district goals for improving instruction and achievement in math?



How do you support the district/school in reaching district/school-wide goals in math?

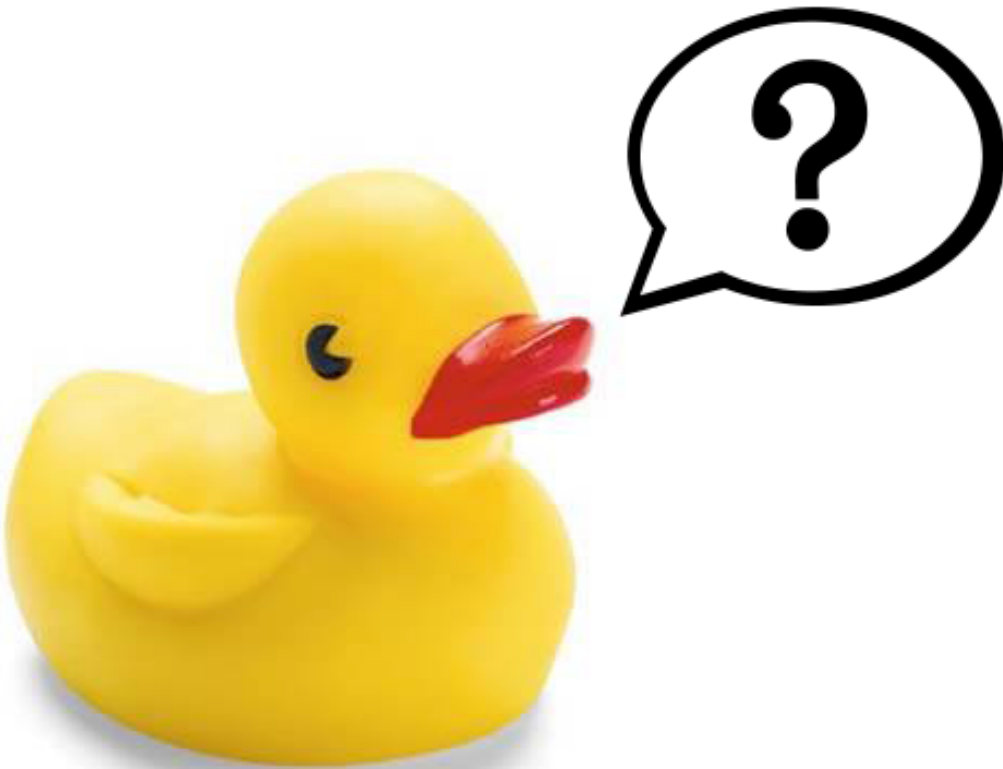


How do you participate in activities related to school-level strategies designed to reach district/school goals in math?

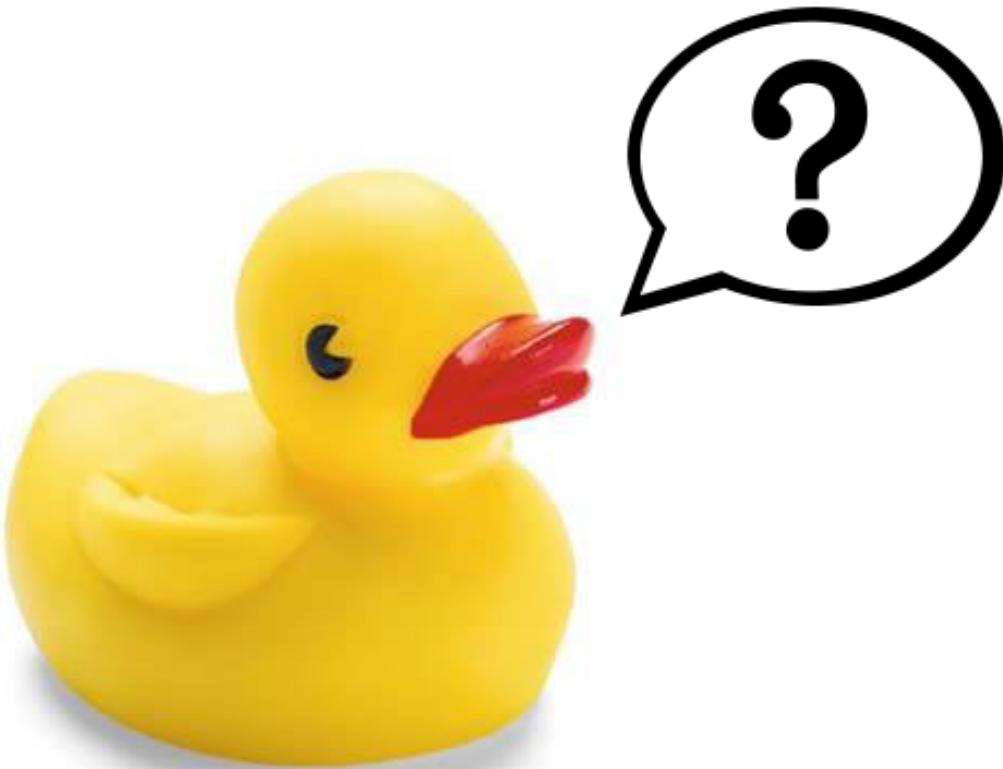




Has the district/school shared the relationship between your child's classroom instruction and school-level strategies designed to reach district/school goals in math?



Do you have the opportunity to offer feedback to school and district officials on the relevance of district goals and school-level strategies in meeting your child's instructional needs in math?



**Closing**





- [What Matters Most](#)- Key Practices Guide
- [Florida Math Matters Webinar Series](#)
- [Beginning of the Year Relationship Building Toolkit](#)

### **Math Resources**

- [A Parent's Guide to Helping your Child with Today's Math](#) (NEA brochure)
- [Early Math Learning Kit for Families, Development and Research in Math Education](#)
- [Family Math Roadmap Webpage](#) (this site lists several additional resources)
- [Learning Heroes](#) ("For Parents and Families" tab)
- [Parent Institute for Quality Education](#) has a great repository of general online parent resources
- [Photomath App for Parents](#)
- [Supporting Mathematical Problem Solving at Home](#) ~ Institute of Education Sciences
- [Teaching Math to Young Children for Families and Caregivers](#) ~ IEL

# Objectives



- ✓ Understand the components of Key Practice 2 from the *What Matters Most: Key Practices Guide*
- ✓ Learn from our panelists how parents can be empowered to partner with districts/schools to create and achieve math goals
- ✓ Identify resources to empower parents and district/school staff to collaborate in order to create and achieve math goals





# Earn 10 CEUs

## Math Action Plan

| Collaborative Team Members: |                     |   |                           | Data Resources: |                 |              |             |
|-----------------------------|---------------------|---|---------------------------|-----------------|-----------------|--------------|-------------|
|                             | Frequency of Review | Person(s) Responsible<br>(include the individual that is responsible for follow-up) | Sharing Data with Parents | Analysis        |                 |              |             |
|                             |                     |   |                           | Strength        | Need to Work On | Focused Goal | Parent Role |
| District Level Data         |                     |   |                           |                 |                 |              |             |
| School Level Data           |                     |   |                           |                 |                 |              |             |
| Grade Level Data            |                     |   |                           |                 |                 |              |             |
| Classroom Level Data        |                     |   |                           |                 |                 |              |             |
| Student Level Data          |                     |   |                           |                 |                 |              |             |

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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<https://bit.ly/2RsYEz1>



# Quack Back



- Please offer suggestions on how we could improve.
- Your thoughts matter to us. What additional comments or suggestions do you have?

[srobertson@usf.edu](mailto:srobertson@usf.edu)

**Series evaluation survey on main page (blue box).**

The recording link will be available at:

<https://bit.ly/2RsYEz1>



*Thank  
you!*



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