

Using Digital Tools and Social Media to Engage Families in School Improvement Initiatives

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Who We Are

The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

Webinar Resources

- Links for resources were provided in the registration email.
 - Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships*. Austin, TX: SEDL. Retrieved from <http://www.sedl.org/pubs/framework/FE-Cap-Building.pdf>
 - Zavadsky, H., Berry, T., & Savage, T. (2017). *BSCP Center Strategic Communications Toolbox*. San Antonio, TX: Building State Capacity and Productivity Center at Westat. Retrieved from http://www.bscpcenter.org/toolbox/resources/BSCP_Toolbox_Final.pdf

Presenters



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Introduction

Using Digital Tools and Social Media to Engage Families
in School Improvement Initiatives

Why Engage Families?

Poll

Why Engage Families?

- **Poll #1: Why might schools engage families in school improvement initiatives? (Choose the one you think is most important.)**
 - ESSA requires family engagement.
 - The SEA requires family engagement as part of school improvement.
 - Families' support of school improvement initiatives contributes to their successful implementation.
 - If families understand the “why” and “how” of improvement initiatives and their role in them, they are more likely to support the initiatives.
 - Family engagement is linked with indicators of student achievement.
 - Families can influence how students respond to the new practices associated with improvement.

Resources

Dual Capacity-Building Framework and the Strategic
Communications Toolbox

The Dual Capacity-Building Framework

- “...research shows that initiatives that take on a **partnership orientation**...create the conditions for family engagement to flourish.”
- The assumption that “the educators and families charged with developing effective partnerships between home and school already possess the requisite skills, knowledge, confidence, and belief systems...to successfully implement and sustain these important home–school relationships” is flawed. (p.5)

The Dual Capacity-Building Framework for Family–School Partnerships



Opportunity Conditions: Process

- Linked to Learning
- Relational
- Developmental
- Collective/Collaborative
- Interactive

Opportunity Conditions: Organizational

- Systemic
- Integrated
- Sustained

Policy and Program Goals

- Capabilities (skills and knowledge)
- Connections (networks)
- Cognition (beliefs, values)
- Confidence (self-efficacy)

Capacity Outcomes

Staff

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Families

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision-makers
- Collaborators

Strategic Communications Toolbox

Purpose: provide a framework for planning and implementing effective communication strategies



Toolbox Content: Six Modules

- Centralizing and Planning Strategic Communications
- Translating Goals into Key Messages
- Getting Your Messages Right
- Creating Effective Internal Communications
- Creating Effective External Communications
- Implementing Your Strategic Communications Plan

BSCP Strategic Communications Toolbox: Sample Tool



Appendix J: Identifying Effective Communication Channels

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To identify effective communication channels:

- a) List your different external target audiences, and any specific segments within those target audiences that are particularly important for the success of your target message. You may want to refer back to Tools used in **Module 3** to identify and understand the needs to external stakeholders.
- b) Where, in which types of places do typical representatives of the audience (or audience segments) spend most of their time throughout an average day? Are there policies that might impact a communication vehicle, like teachers not being allowed to access Facebook in their building?
- c) Where does your message have the best chance of catching their attention? Consider both “life” venues, such as public transport, markets and shopping malls, and “virtual” spaces such as radio channels, TV programs and web-based social networks.
- d) Based on this analysis, determine which of the communication channels identified you can afford, or gain external support for.

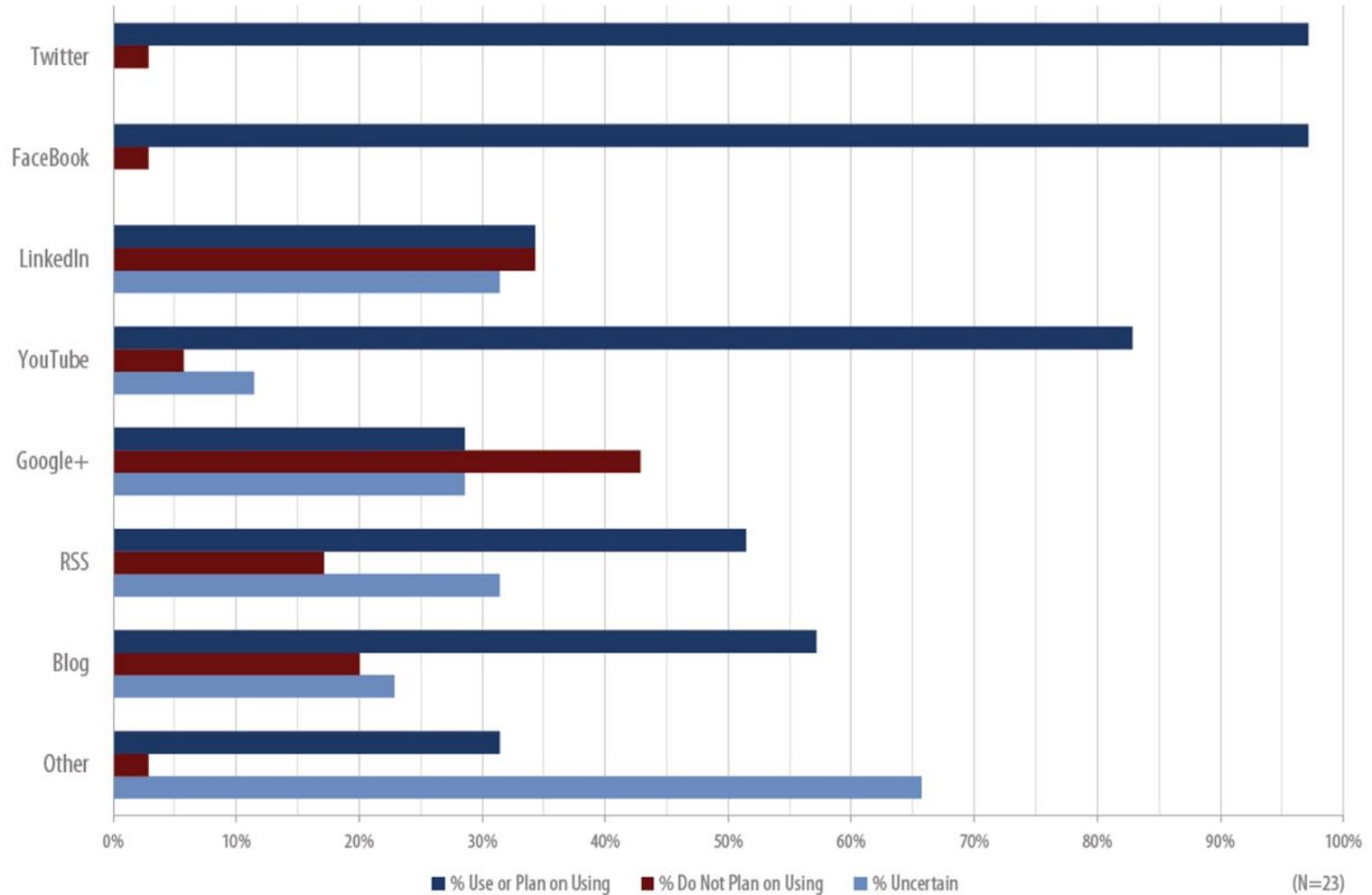
Questions you may also consider include:

- ✓ Who, in your organization or alliance, has experience working with which types of media?
- ✓ What community organizations could pass on the message?
- ✓ What additional resources can be mobilized, e.g. by enlarging the alliance, hiring specialists or contracting out parts of the communication work?

Toolbox Webinars

- Series of three webinars around the six modules in the toolbox are available on the BSCP Center Website:
 - <http://www.bsccpcenter.org/toolboxwebinars/>

Social Media Platforms used by SEAs and LEAs



Social Media Use: Examples

- **Alabama** – Facebook’s cover picture feature
- **Missouri** – YouTube for video messages from the commissioner
- **Ohio** – Twitter Chat as a tool for Ohio educators to discuss education initiatives
- **New York** – *EngageNY* website houses information and resources related to reform efforts
- **Washington, D.C.** – Social media feeds on their blogs

What Are Some Challenges?

- **Poll #2: What are some challenges to using digital tools and social media to engage families? (Choose the ones you have encountered or anticipate encountering.)**
 - Staffing
 - Lack of training and resources
 - Concerns about negative postings
 - Firewalls and other barriers to access
 - Lack of commitment/support by decision-makers
 - Legal concerns

Social Media Use: Resources

- *Measurable Success, Growing Adoption, Vast Potential: Social Media Use Among State and Local Education Agencies*
 - <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/social-media-use.pdf>
- *Building Enduring Race to the Top Education Reforms: Using Social Media to Engage With and Communicate to Key Stakeholders*
 - <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/using-social-media-pub.pdf>

Kansas State Department of Education

Using Digital Tools and Social Media



Kansans **CAN**

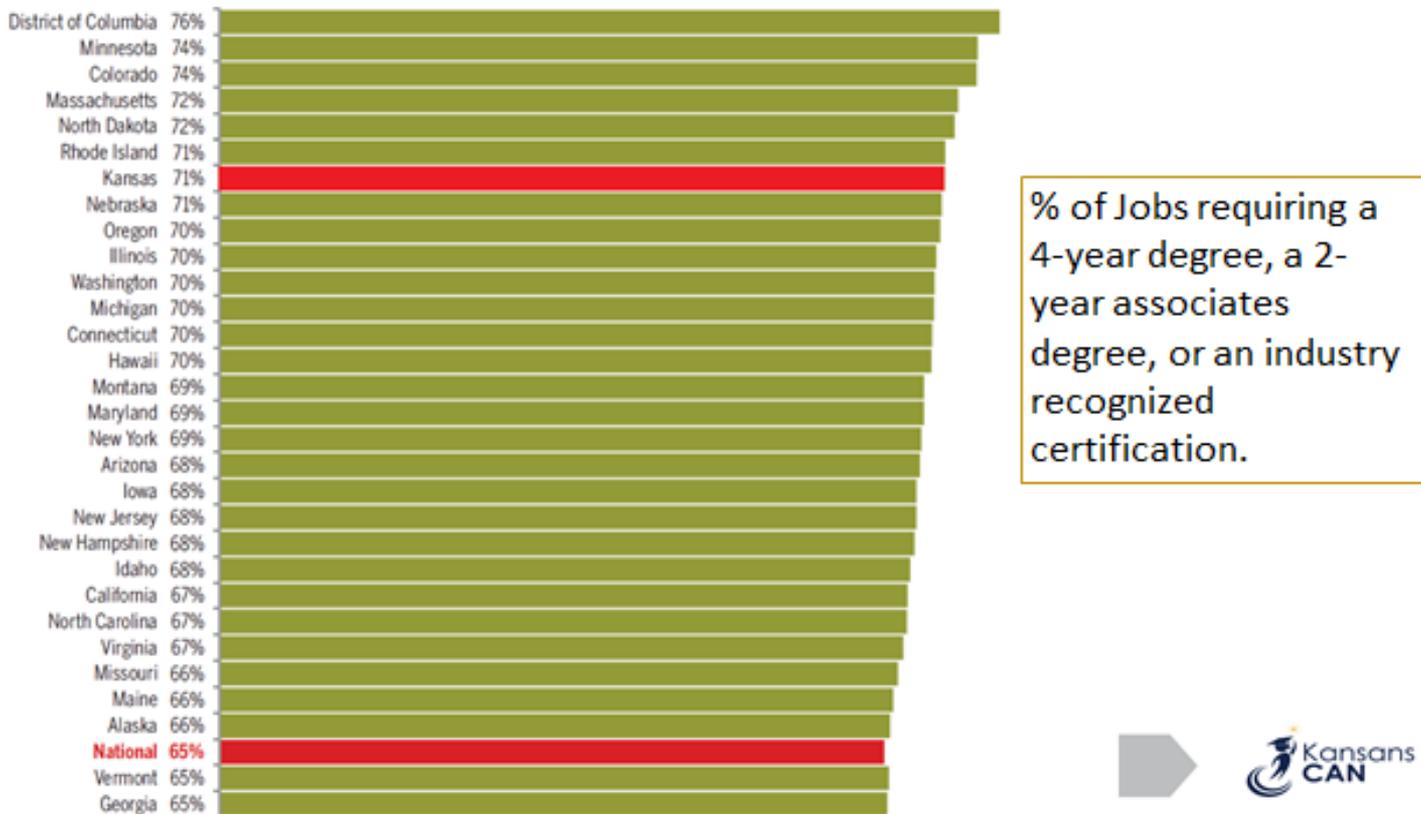
Family Engagement Within the Kansans Can Redesign Project

Jay Scott & Tammy Mitchell
Redesign Specialists

What Kansans Want from Their Schools



In 2020, 71 Percent of Kansas Jobs Will Require Post Secondary Certificates



https://www.ksde.org/Portals/0/Communications/Vision/KSDE_Kansans_Can_Talking_points-5-Outcomes.pdf

Starting with a class of 100 High School Freshmen

In Kansas, ON AVERAGE...

- **86** will graduate high school
- **69** will enroll in a 2-year or 4-year postsecondary institution
- **45** will complete 1 year of college
- **31** will complete a postsecondary credential with labor market value

Vision for Kansas ...



Kansas leads the **world** in
the **success** of each
student



School Redesign Principals

| Student Success | Community Partnerships |
|--|--|
| There is an integrated approach to develop student social-emotional growth | Partnerships are based on mutually beneficial relationships and collaboration |
| Personalized Learning | Real World Application |
| Teachers support students to have choice over their time, place, pace, and path | Project-based, learning, internships and civic engagement makes learning relevant |

Why Engage Families?

Parents and families have the most direct and lasting impact on children's learning.

School redesign is an “all hands on deck” initiative.

As the school goes, so goes the community.



Digital Tools

- Facebook
- Twitter
- Seesaw
- Padlet
- Electronic scoreboards
- Surveys
- Email
- Text message

Padlet Example

Steven Kimmi + 24 • 9mo

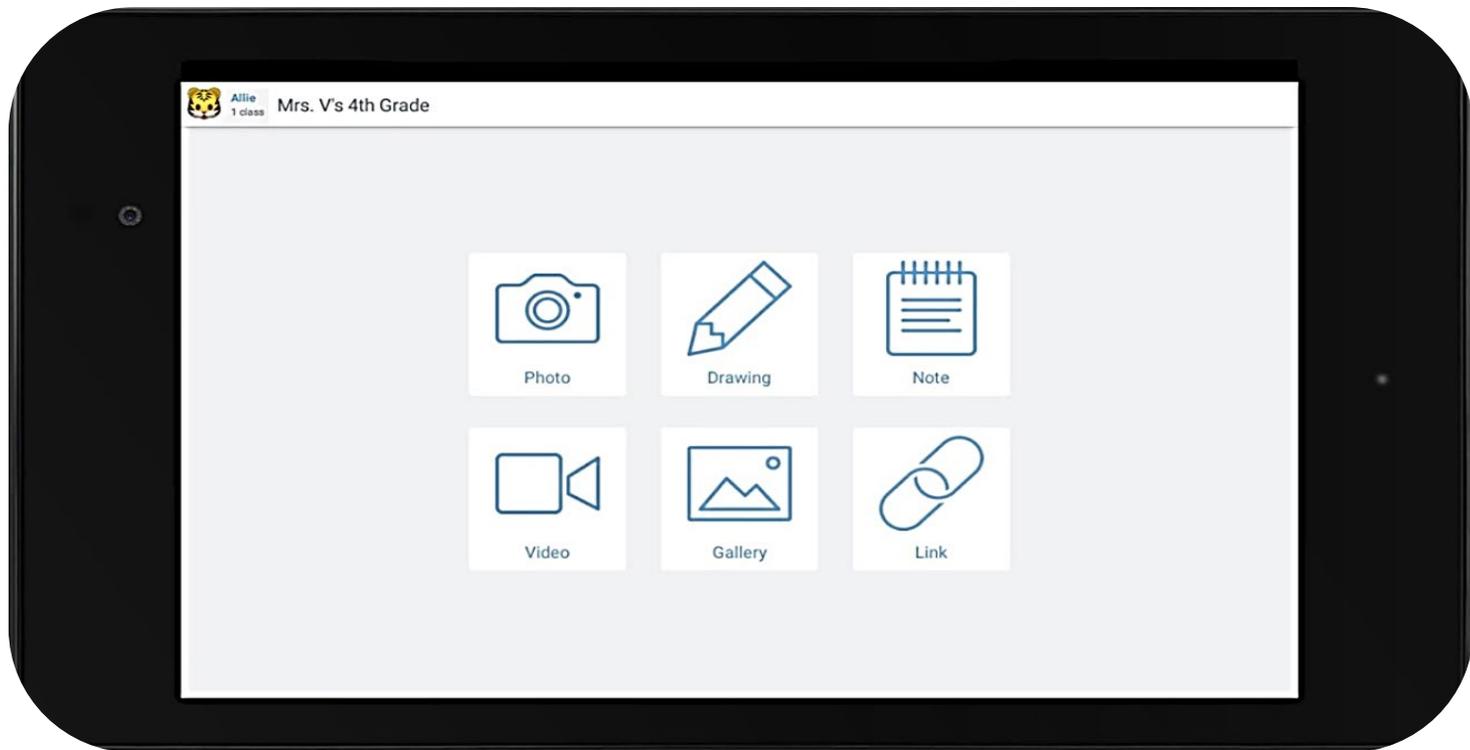
Twin Valley Schools ReDesign

Four core research areas of redesign concepts.

| Personalized Learning | Social Emotional Learning | Projects | Family Engagement | Research Resources |
|---|--|--|--|---|
| <p>Steven Kimmi 9mo</p> <p>Blended Learning in a Non-Blended Environment</p> <p>http://www.gettingsmart.com/2014/01/blending-alone-blend-non-blended-environment/</p> <p>Add comment</p> | <p>Steven Kimmi 9mo</p> <p>Loving this website!!!!</p> <p>https://ww2.kqed.org/mindshift/2017/11/15/spreading-first-aid-for-teens-mental-health-by-training-adults-to-help/</p> <p>Add comment</p> | <p>Adam Helmer 9mo</p> <p>Project-Based Learning Space</p> <p>This is a database for background knowledge and theory, projects and teaching concepts, provided by Houghton Mifflin.</p> <p>http://college.cengage.com/education/pbl/index.html</p> <p>Helmer/Tescott</p> <p>Add comment</p> | <p>Anonymous 10mo</p> <p>Parental involvement</p> <p>http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</p> <p>Bruckner/Tescott</p> <p>Add comment</p> | <p>Steven Kimmi 11mo</p> <p>Tescott Research Documents</p> <p>Personalized Learning:</p> <p>https://drive.google.com/open?id=1YnPFkwRE-s8CyaAOI4rTITgnmySIZIbX1HRpva95fCk</p> <p>Social Emotional Learning:</p> <p>https://drive.google.com/open?id=14bA2QYEu8TY1x0kXO7q91zcoUNr1to545ETFP26JJSJs</p> <p>Projects:</p> <p>https://drive.google.com/open?id=1b2j3keMAvNJ1Gfolw1HQjsPjLhafIsj0UcfGpHxzaAw</p> <p>Family Engagement:</p> |
| <p>Steven Kimmi 9mo</p> <p>Reflex</p> <p>Resource for personalizing fact fluency.</p> <p>https://www.reflexmath.com/</p> <p>Add comment</p> | <p>Steven Kimmi 9mo</p> <p>More on Executive Functions</p> <p>This has become a hot topic with me...</p> <p>https://ww2.kqed.org/mindshift/2016/12/13/why-executive-function-is-a-vital-stepping-stone-for-kids-</p> | <p>Steven Kimmi 9mo</p> <p>Buck Institute</p> <p>Buck Institute is the archetype of Projects. This is a search engine for free projects.</p> <p>http://www.bie.org/project_search</p> | <p>Anonymous 10mo</p> <p>Parent involvement affects student achievement</p> <p>http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</p> | |
| <p>Steven Kimmi 9mo</p> | | | | |

Seesaw Example

Students document learning through photos, videos, drawings, text, notes, and links.



Electronic Scoreboard

McPherson Middle School Redesign

<https://sites.google.com/mcpherson.com/mmsredesign/data-score-board?authuser=0>

Strategies

- Porch visits
- Community conversations
- Vision walks
- Student-led conferences
- Parent camp



Tell us: What digital tools have you used successfully?

Lessons Learned

- The culture within a school community has great bearing on the family's expectations of the school.
- Schools need to be proactive in their communication plan to stay ahead of the Facebook "gossip chain."
- Schools need to be vigilant in monitoring what the community is saying about them through social media.
- Focus on "engaging" activities with families rather than typical one-way communication.

Tweet

Tell us: How have you stayed ahead of the “gossip” that was generated on Facebook, Twitter, or other social media?

Tweet your response to #FMEngage

Follow Us on Twitter

@KSDERedesign

#KStotheMoon

Taking Action – Tweet

What strategies will you try?

What do you want to know more about?



Questions?



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COLORADO KANSAS MISSOURI NEBRASKA NORTH DAKOTA SOUTH DAKOTA WYOMING

Thank You

Please visit our Website and follow us on Twitter
for information about our Events, Priorities, Research Alliances
and access to our many free resources

ies.ed.gov/ncee/edlabs/regions/central/index.asp

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