



Turnkey Guidance for Family Engagement and the Next Generation Learning Standards

Goal: Parent and family engagement in the educational process is critical to the success of all our students. As NYSED shares the Next Generation Learning Standards, we invite you to consider how the distinct racial, linguistic, and cultural identities may of your students' families may impact how you engage or strengthen engagement with them in understanding the learning standards, where to look for resources, how to foster family support for students' academic goals and effective techniques for school-family communication.

Objectives:

- Define family engagement
- Review regulatory provisions that apply to family engagement
- Reflect upon role of language and culture in family engagement
- Learn about research and benefits of family engagement
- Discuss strategies for increasing family engagement

Materials Needed:

- [Parent and Family Engagement PowerPoint](#)

Materials for Further Learning:

- [Blueprint for English Language Learner/Multilingual Learner Success](#)
- [Parents' Bill of Rights for New York State's English Language Learners](#)
- [A Guide for Parents of English Language Learners/Multilingual Learners in New York State](#)
- [Blueprint for improved results for students with disabilities](#)

Instructions: Includes teachers, specialists, coaches, aides, and others supporting Multilingual Learner (MLL)/English Language Learner (ELL) education.

1. Prior to the meeting, share all materials with attendants to review.
2. Ask attendants identify one or two other individuals for small group discussion
3. Present PowerPoint Presentation by following the prompts in each STOP.
4. Present the information on each slide, with additional information as provided in the STOP.

STOP 1: INTRODUCTION:

Introduce topic and read aloud the above goals and objectives.

Begin PowerPoint Slide.

Slide 2 (optional): Provides information about the Hudson Valley Special Education Parent Center



Slide 3: Illustrates the importance of our work: The “why” is the student.

Slide 4: Read the following: “*The Next Generation Learning Standards was the result of a highly collaborative process that includes over 130 educators and parents, who worked together to make recommendations and revise the standards, resulting in a new set of revised English Language Arts and Mathematics Learning Standards. Built into the revision process was the State’s emphasis on building equity and reaching ALL STUDENTS throughout the state, including Multilingual Learners (MLLs)/English Language Learners (ELLs).*”

Slides 7-8: Regardless of the size of an MLL/ELL population, it is the responsibility of **all** educators, schools, and districts to ensure educational equity.

Stop 1 Reflection Questions: Provide attendants with 2-3 minutes to discuss the following questions in their small groups, then encourage individuals to share small group discussion points with the large group.

1. What are the specific MLL/ELL needs of your district?
2. How would you describe school/parent communication in your district for the parents of MLLs/ELLs ?

STOP 2: STUDENT RIGHTS

There are several educational provisions guaranteeing equity in education, and these extend to Multilingual Learners as much as they do to any student.

Slide 9: Explain the following: Title I pertains to the Elementary and Secondary Education Act. This section of the law, which is titled “Improving the Academic Achievement of the Disadvantaged” is meant to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.”

Slide 10: Explain the following: *The Blueprint for English Language Learner/Multilingual Learner Success* is a set of principles developed as a statewide framework aimed to clarify expectations for administrators, policymakers, and practitioners to prepare MLLs/ELLs for success, beginning in Prekindergarten, to lay the foundation for college, career, and civic readiness.

Slide 11: Explain the following: The *Blueprint for Improved Results for Students with Disabilities* is a set of 7 principals selected, in consultation with stakeholders, as a statewide framework of expectations to lay the foundation for improved instruction and results for students with disabilities.

The highlighted principal pertains to parents and other family members...

Slide 12: Explain the following: The New York State Education Department’s Office of Bilingual Education and World Languages created the *Parent Bill of Rights* because an informed, empowered community of parents, guardians and other persons in parental relation is critical to ensuring that MLLs/ELLs are well served.



Stop 2 Conclusion: Parental and student rights are clearly established and codified and are important elements to teaching to the whole child.

STOP 3: Importance of Understanding Cultures

Slide 14: Ask audience for more suggestions or examples of how cultural differences that can affect parent/teacher collaboration.

Slide 15: Families may have different approaches to their relationships with schools and teachers based on their cultural experience. In some cultures for example, parental collaboration with teachers may be considered interference and therefore parents may avoid engaging with teachers because they wish to avoid being rude or disrespectful; in some cultures formal schooling is less prevalent and parents may be unaware of their ability to become involved or what their expectations for their children should be. Without direct engagement to the families, these differences can lead to misunderstandings and less parental involvement.

Slide 16: Studies, such as those referenced on the slide, indicate that parental involvement improved academic success in many ways.

Stop 3 Reflection: With your partner, discuss examples of cultural misunderstandings you have experienced, as well as ways they might be mitigated.

STOP 4: Strategies

Begin this stop with the questions on slide 17. Ask the audience to break into small groups for five minutes to answer each of the questions. Then reconvene and ask individuals to share answers with the larger group.

Proceed through slides 18, 19, and 20.

Slide 21: Prompting the group with a reminder of their discussion at the beginning of this stop, open the group to a larger discussion about new ideas for strategies that may increase parent involvement.

STOP 5: Resources

Slides 22-23: Introduce participants to *Beyond the Bake Sale: The Essential Guide Family/School Partnerships*, by Anne T. Henderson, Vivian Johnson, Karen L. Mapp, and Don Davies.

Slides 24-26: Briefly walk through each of the resources and explain that they are available on the PowerPoint Presentation, which is available on the nysed.gov website.

Slide 27: take questions.