

# The Missing Piece of the Proficiency Puzzle

*Kentucky Commissioner's  
Parents Advisory Council*

# Agenda

- Overview
- Objectives
- Activity with Objectives
- Recommendations
- Q & A

# Presenter

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# Overview

- What is the Kentucky Commissioner's Parents Advisory Council?
- Gene Wilhoit's Charge
  - “Build on what exists and push parent involvement to a higher level.”

# What is Parent Involvement?

- Who would you expect to see?
- What would you expect to see?
- What would you expect to hear?
- How does it affect the academic achievement of all students?

# NCLB Definition

Participation of parents in regular, two way and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision making and on an advisory committee to assist in the education of their child.

# NCLB Parent Definition

The term 'parent' includes -

a legal guardian or other person such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare.

# The Research Tells Us

Comprehensive Approach  
Increases the Amount and Quality  
of Parent Involvement

- School policies and actions involve all parents in their children's education.
- Involve parents at all levels of education – elementary, middle and high school
- Involvement is well planned, systematic, long lasting and parents play many roles.

# The Report

## **The Missing Piece of the Proficiency Puzzle**

## **Family and Community Involvement in Improving Student Achievement**

CPAC Final Report to the  
Kentucky Department of Education  
June 2007

# CPAC Vision

Building on Kentucky's pioneering tradition of setting high standards for students,

the CPAC strongly recommends that Kentucky become the first state in the nation to set a standard for family and community involvement

that is focused on improving the academic achievement of all students.

# CPAC Goal

The school identifies for every student an adult who can advocate for their educational success, and gives those adults opportunities to learn:

1. Academic expectations and individual needs that must be addressed to prepare that student for post-secondary education or career
2. Educational rights as defined by NCLB and IDEA
3. How to access resources and advocates
4. How to participate in decision making processes and committee work at the school, district and state level

# Who is the Adult?

Those adults can be:

- parents - natural, foster or adoptive;
- close relatives, and;
- legal or educational guardians.

Schools and districts should develop community or agency advocates to further assist those adults.

# CPAC Objectives and Guide

- Objectives - six objectives define how to reach the goal
- Guide – tool for continuous improvement with measurable levels of performance for each objective:

Novice

Apprentice

Proficient

Distinguished

# CPAC Objectives

## Relationship-building

- School staff builds productive, personal relationships with parents\* of all their students.

## Communications

- Two-way information in many forms flows regularly between school staff and parents\* about student's academic achievement and individual needs.

# CPAC Objectives

## Decision-making

- School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

## Advocacy

- For each student, school staff identifies and supports a parent\* or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

# CPAC Objectives

## Learning Opportunities

- School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

## Community Partnerships

- School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

# The Guide

Now it's your turn!

Let's look at the Guide.

Do we have a foundation on  
which to build?

## Objective 1: Relationships

School staff builds productive, personal relationships with parents\* of all their students

Proficient	Apprentice	Novice
Parents report that school staff understand and demonstrate how strong relationships with parents improve teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Parents report that teacher/parent relationships are limited to discipline issues and/or reports of poor academic performance.
School staff implements systemic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods)	Relationships with parents of new and ESL student are informal, occasional or accidental, and information is provided if requested.	School staff has limited involvement with parents of new and ESL students.
Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit the school.	Parents report that schools staff makes little effort to welcome parents or community members when they visit the school.

Source: Excerpt from Kentucky Family and Community Involvement Guide

# Walk-thru Assessment

Look on your table for

- Objective #1: Relationships

1. Read each row of Objective #1
2. Circle the descriptor in each row that best describes your school

# Share your “Aha!” Moments

- When is your school novice?
- What ONE thing can your school do with little effort or money to move to a higher level?
- Share examples.

# Sample Strategies

1. Relationship Building: How does school staff build productive, personal relationships with parents of all students?

<b>Descriptors</b>	<b>Possible Actions . . .</b>
Parents report school staff understand and demonstrate how strong relationships with parents improve teaching and learning	In the first weeks of school, gather information from parents about their child's learning style and special needs.
Staff has systematic steps to welcome parents of new and ELL students.	Plan home visits with new and ELL students prior to test day of school.
Staff has systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Develop school council policy that states that parents must be involved in class scheduling and have opportunities for training on the ILP.
Staff involves parents in personal communication regarding their student's progress once/month.	Develop procedures to inform parents about initiating contact with staff via email, written notes, calls or visits.

Source: KASC Parent Engagement Training

# The Guide is a Tool

- For schools to evaluate how well they meet the objectives to involve families and community to improve student achievement.
- For families and parent organizations to learn how to partner with schools to meet the objectives.
- For organizations and agencies to learn how to work effectively with families and schools to meet the objectives.

# Recommendations to KDE

- Incorporate into SISI and audit process to set high expectations, measure performance, and report progress.
- Help schools improve relationship-building and communications by establishing advisory councils at all levels.
- Provide support and resources at state level for districts, schools, families, and community.
- Build capacity through professional development on family and community involvement for everyone.

# Resources

**Center for Parent Leadership and  
Commonwealth Institute for Parent Leadership**  
The Missing Piece of the Proficiency Puzzle Workshop  
6 hour workshop/EILA credit  
[www.centerforparentleadership.org](http://www.centerforparentleadership.org)

**KY Association of School Councils**  
Parent Engagement and Student Achievement  
3 hour workshop/EILA credit/Approved SBDM training  
[www.kasc.net](http://www.kasc.net)

**KY PTA & KY Parent Information Resource Center**  
Effective Strategies for Family & Community Engagement  
3 hour workshop/EILA credit  
[www.kypta.org](http://www.kypta.org)  
[www.kypirc.org](http://www.kypirc.org)

**Watch “Parents & Families” link on KDE Website  
for new resources!**

# To View the Full Report:

- [www.education.ky.gov](http://www.education.ky.gov)
- Click on "Parents & Families"
- Scroll down to "Missing Piece of the Proficiency Puzzle"