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Dyslexia Professional Learning Series

Schools and Families Partnering for Children's Literacy Success
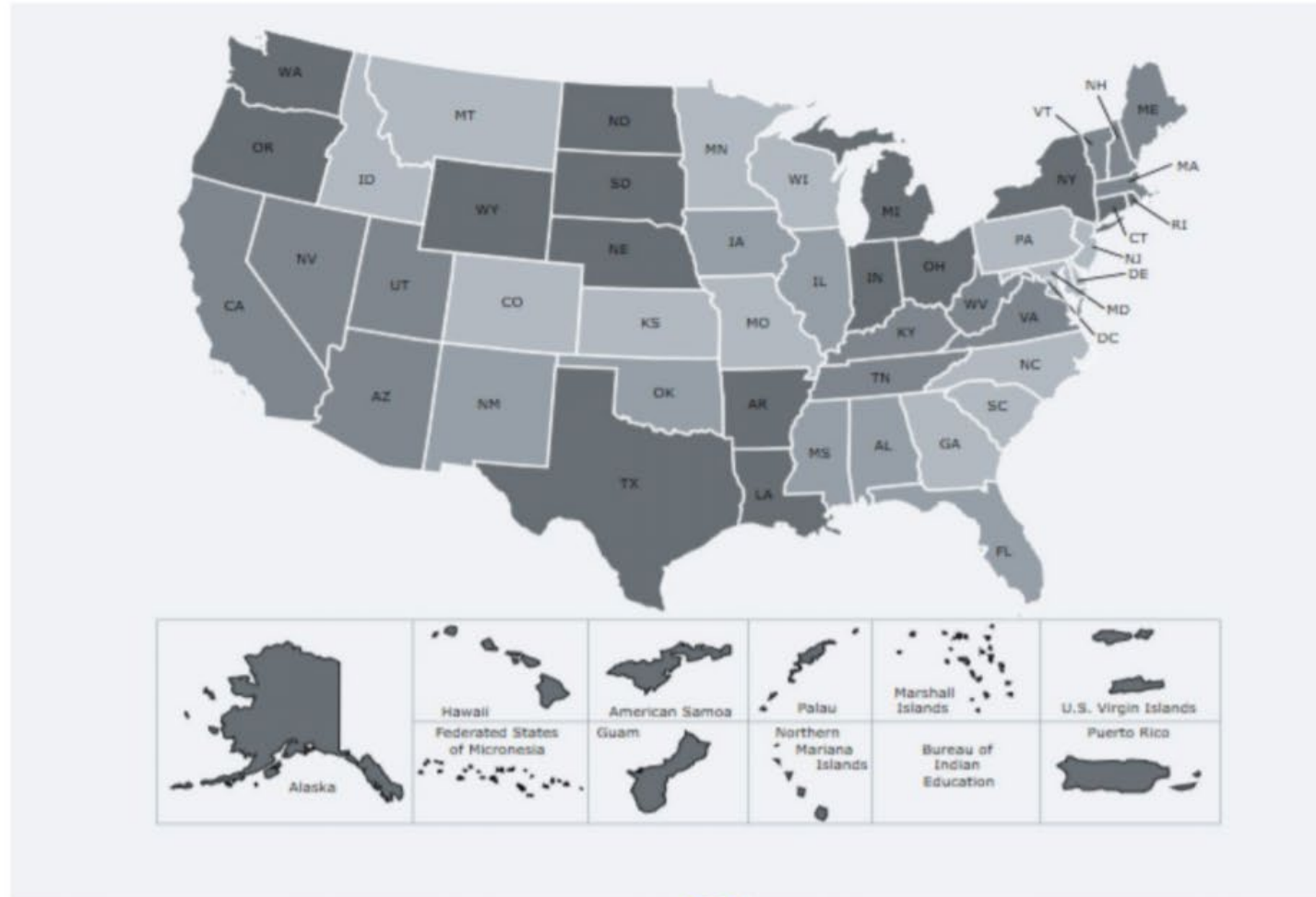
March 29, 2021

Sarah Sayko

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Region 8 CC States

2019-2024 Comprehensive Centers

We need your feedback!

>> The Region 8 CC is committed to providing technical assistance products and services that are high quality, relevant, and useful.

>> In order to ensure we are meeting needs to the best extent possible we need feedback about what is working well and what we could improve.

>> Please take a few minutes when you receive a link to the follow-up survey to share your opinions with us.

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Learning Outcomes

≫ To build shared understanding of family perspectives and experiences with schooling for students with dyslexia

≫ To build shared understanding in how to (a) partner effectively with families within the context of an MTSS-R and (b) promote continuity of literacy learning within atypical learning conditions
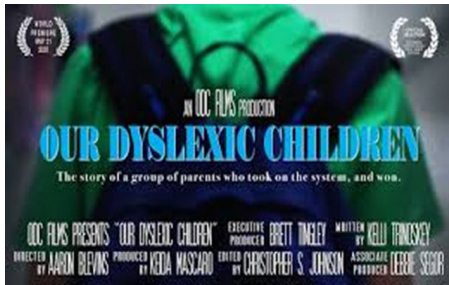
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Family Perspectives on and Experiences with Schooling for Children with Dyslexia

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Family Perspectives on and Experiences with Schooling for Children with Dyslexia

A group of parents in a school district near Columbus, Ohio, discovered their children had something in common – they could not read. They were languishing in a reading intervention program and their dyslexia was not being identified or remediated as required by IDEA.

America's approach to reading instruction is having an especially devastating impact on Black, Hispanic, and American Indian children.

What are some concerns or perspectives you've heard from families of students with dyslexia?

Reflections

Home-School Collaboration within MTSS-R

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Home-School Collaboration Within MTSS-R

ODE's Guiding Principles for School, Family, and Community Partnerships

Education of Ohio's children is a shared responsibility. Family and community engagement is critical for student academic success and well-being.

Honest, respectful, two-way communication among schools, families, and communities is crucial to effective partnerships.

Family and community engagement benefits students, schools, and families at all stages of a child's development, from birth through age 21 (pre-K to 16).

Effective family, school, and community partnerships help close achievement gaps. Disadvantaged students stand to gain the most from effective school-family-community partnerships.

Family-school-community partnerships benefit schools, families, and communities by building capacity and providing mutual support.

Families can learn ways to help their children at all ages if they are provided with the opportunity, variety of choices, and necessary support.
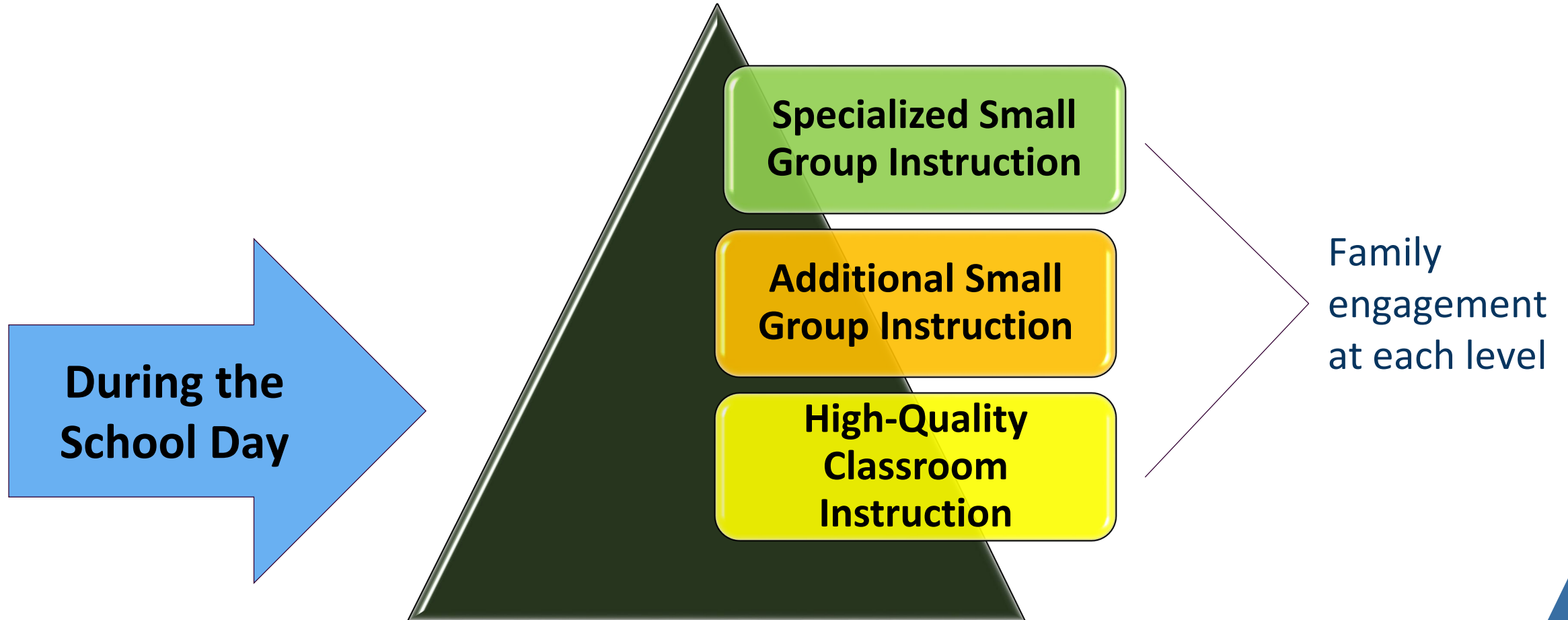
The attitudes and actions of leaders support a broad "culture of learning" at school, at home, and in the community.
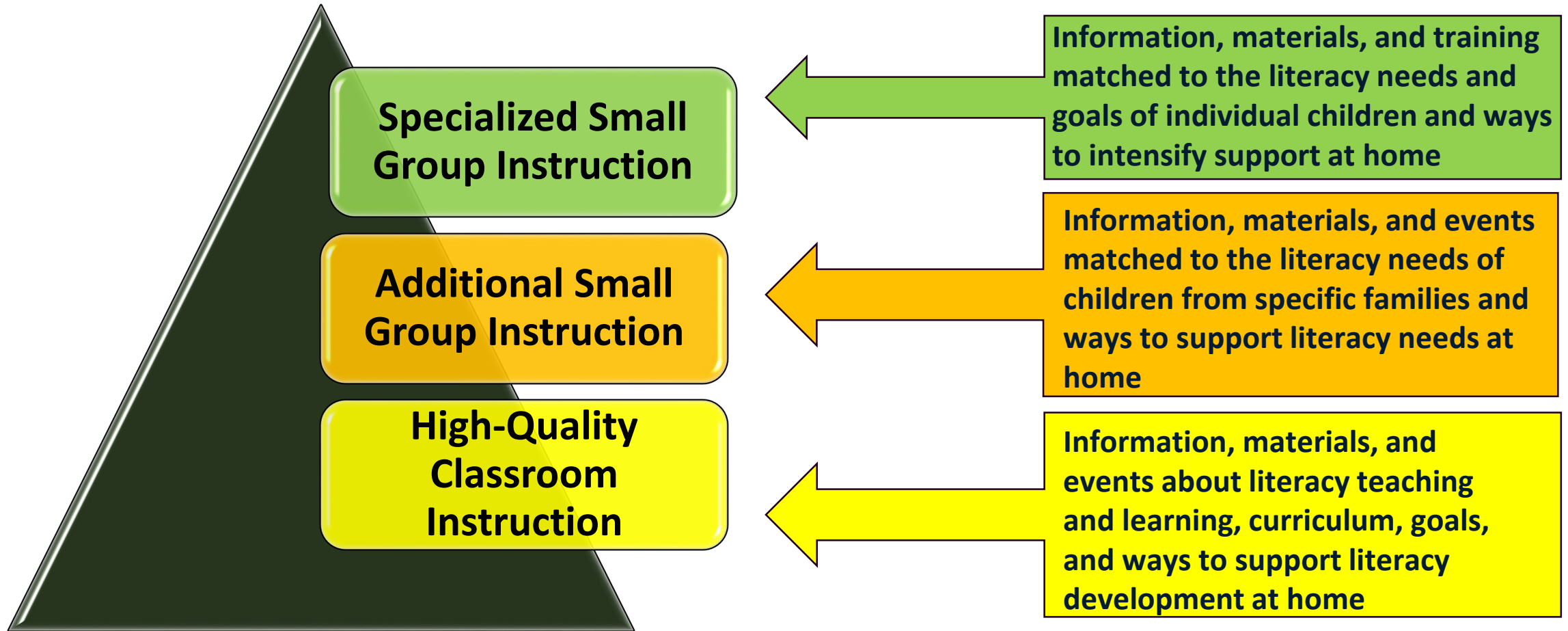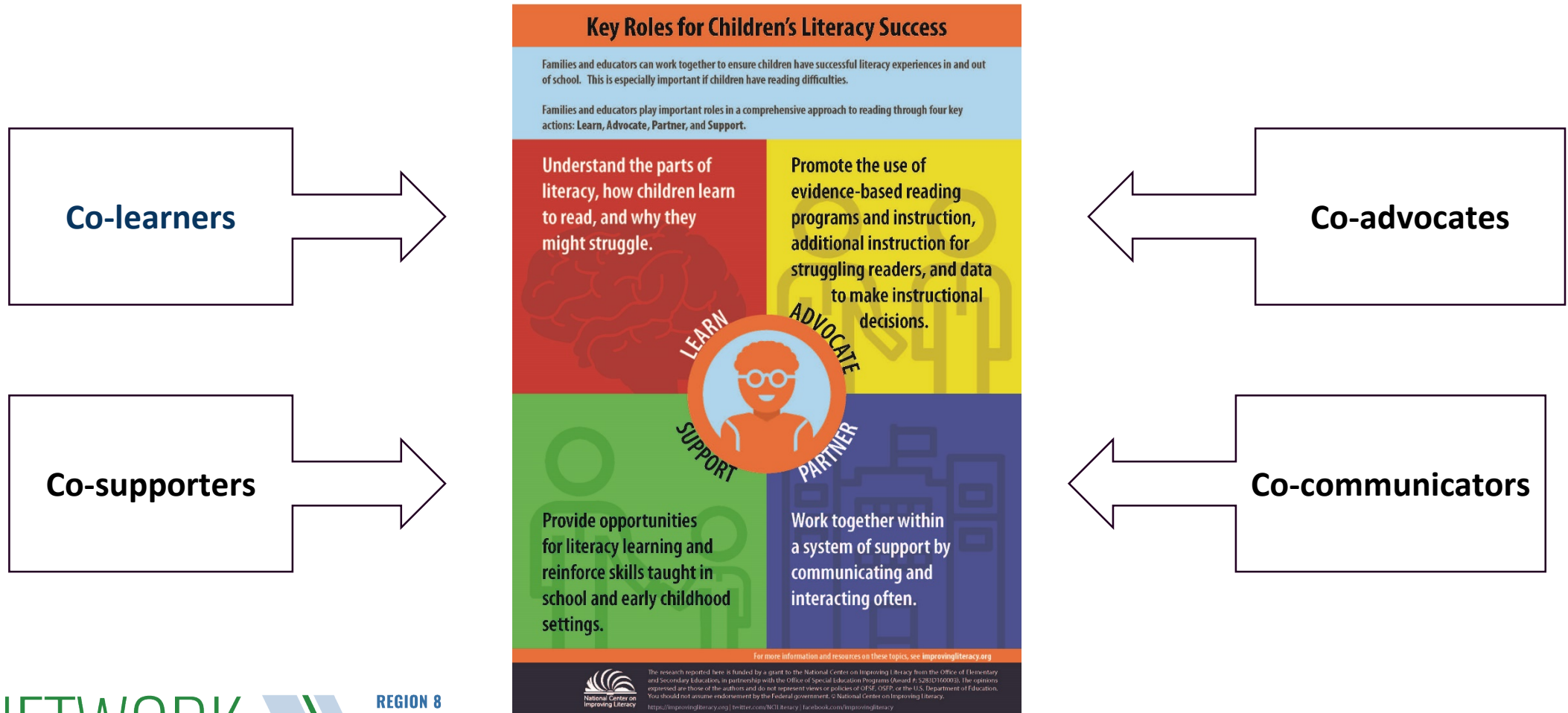
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Home-School Collaboration Within MTSS-R

Direct literacy assessment, instruction, and intervention

During the School Day

Outside the School Day

Literacy support and practice at home and in the community

Home-School Collaboration Within MTSS-R

During the School Day

Specialized Small Group Instruction

Additional Small Group Instruction

High-Quality Classroom Instruction

Family engagement at each level

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What Could It Look Like?

Specialized Small Group Instruction

Information, materials, and training matched to the literacy needs and goals of individual children and ways to intensify support at home

Additional Small Group Instruction

Information, materials, and events matched to the literacy needs of children from specific families and ways to support literacy needs at home

High-Quality Classroom Instruction

Information, materials, and events about literacy teaching and learning, curriculum, goals, and ways to support literacy development at home

Key Roles for Children's Literacy Success

Co-learners

Co-supporters

Co-advocates

Co-communicators

Home-School Collaboration Within MTSS-R

>>Talk and interact often.

>>Discuss literacy instruction, assessment, and intervention.

>>Share literacy resources.

>>Address concerns together.

Poll

What role has been most challenging for educators and families to enact in your setting?

Learn   Advocate   Partner   Support

Home-School Collaboration Within MTSS-R

» Have districts/schools clearly and publicly articulated family engagement as a core value and lever for student literacy achievement and school literacy improvement?

» Do district/school policies and protocols provide clear expectations for family engagement in literacy? Are there supports aligned to expectations to ensure positive outcomes?

» Are family engagement efforts aligned to district/school literacy goals and targets? Is family engagement embedded in the literacy planning and data collection process?

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Breakout Room Discussions

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Resources for Implementation

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Building Trusting Relationships with Families and the Community through Effective Communication

Addresses cross-cultural communication and two-way communication
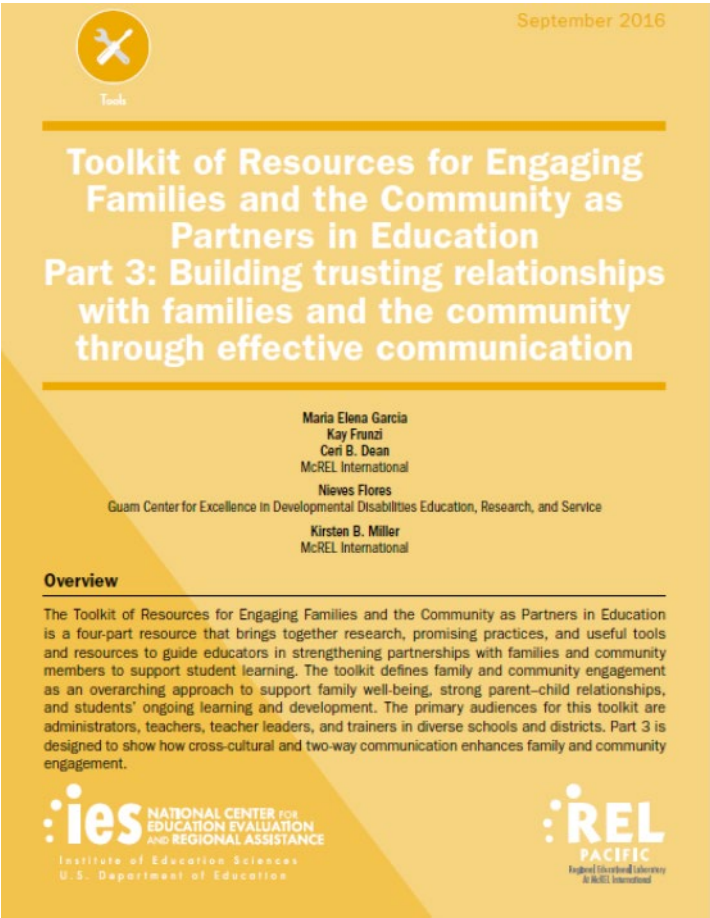
Offers an integrated approach to family and community engagement

Engaging All in Data Conversations

Focuses on determining what student data are important to share with families & community members and presenting student data in meaningful ways
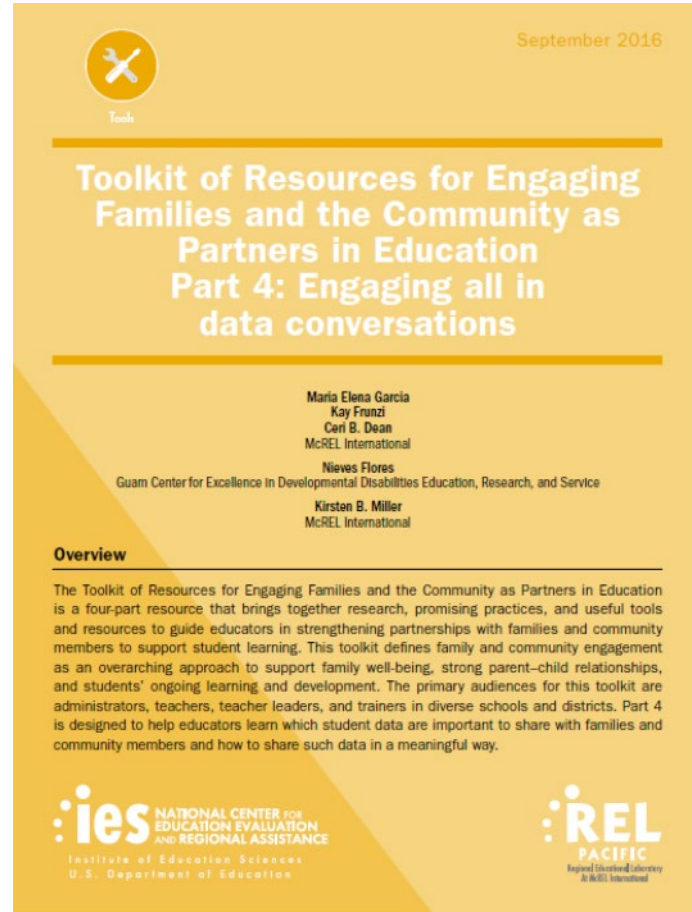
Offers an integrated approach to family and community engagement

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Regional Educational Laboratory Resources

» A Teacher's Guide to Support Family Involvement in Foundational Reading Skills (K, 1, 2)
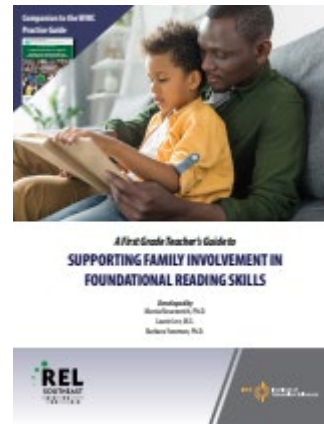
» Supporting Your Child's Reading at Home (website)

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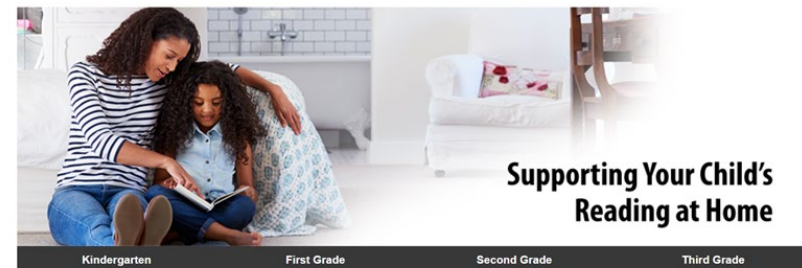
National Center on Improving Literacy (NCIL) Resources

Additional Ohio Department of Education Resources

» Partnering With Families to Improve Literacy Skills (K-5)

» Communicating With Families

» Improving Perceptions of Educational Quality

Reflect

>> What else is needed to support state and local needs for home-school partnerships for improving literacy outcomes for children?

Thank You!

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