



REGION 8  
Indiana  
Michigan  
Ohio

# Dyslexia Professional Learning Series

Schools and Families  
Partnering for Children's  
Literacy Success

**March 29, 2021**  
Sarah Sayko

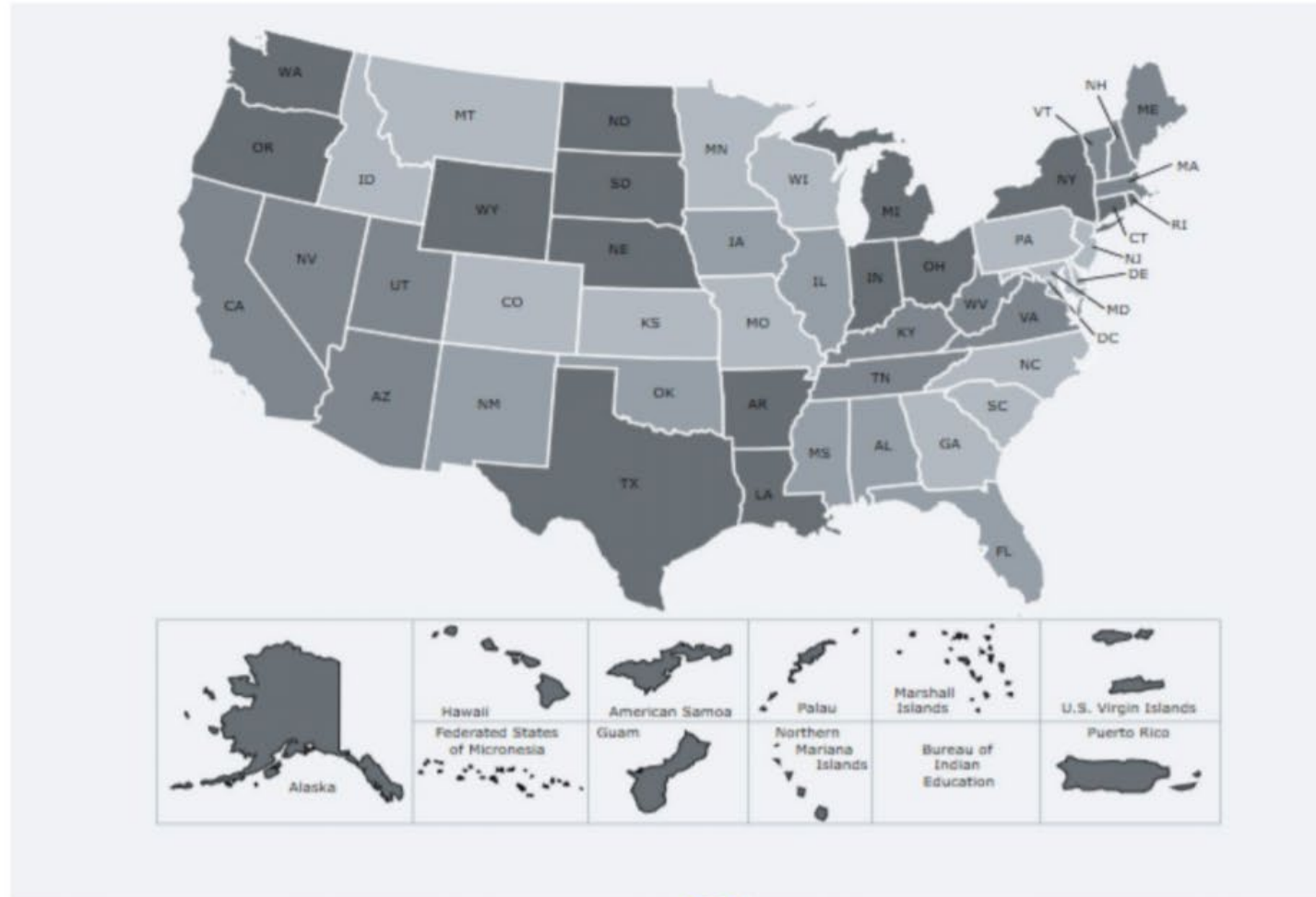
Photo is for illustrative purposes only.  
Any person depicted in the photo is a model.

# 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.





# 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

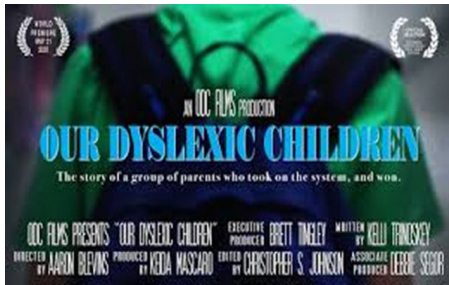
# Family Perspectives on and Experiences with Schooling for Children with Dyslexia

**CCNETWORK**  
Comprehensive Center Network



REGION 8  
Indiana  
Michigan  
Ohio

# 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

**CCNETWORK**  
Comprehensive Center Network



**REGION 8**  
Indiana  
Michigan  
Ohio

# 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.

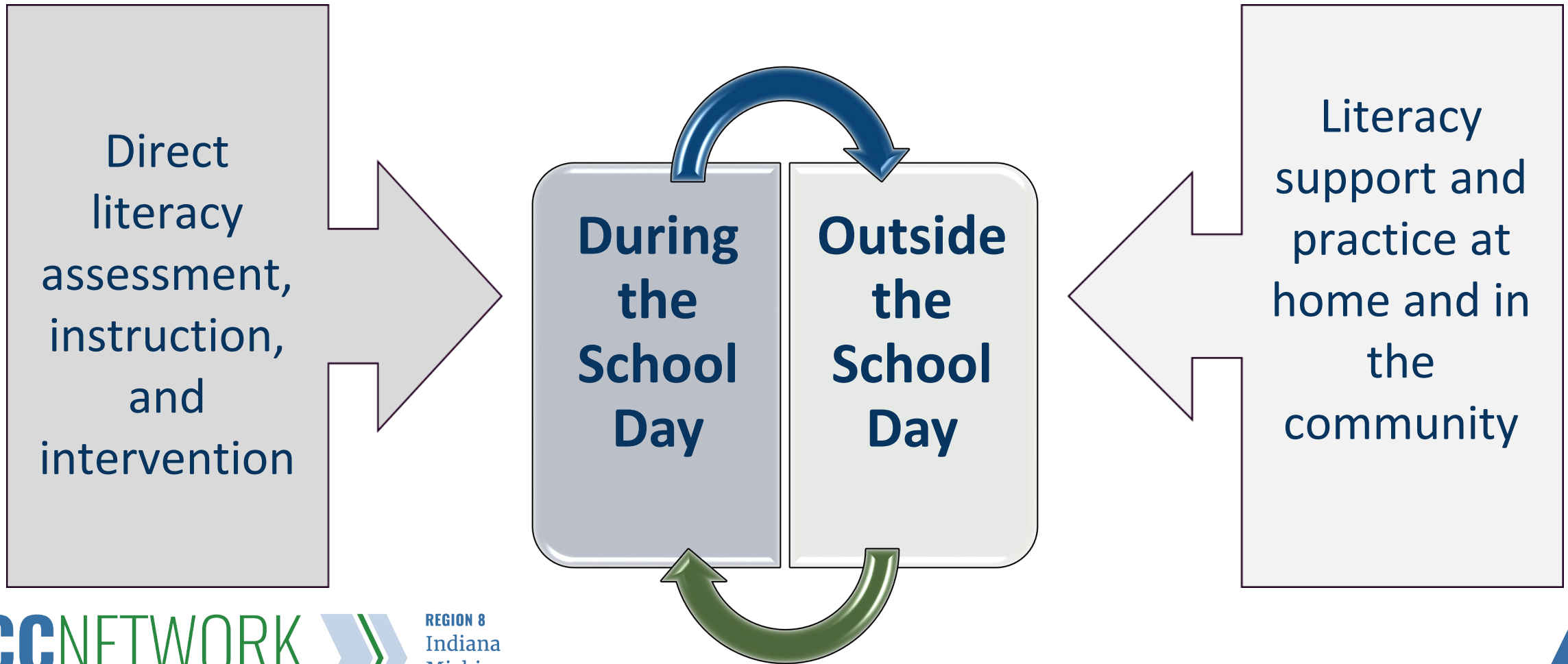
Family-school-community partnerships benefit schools, families, and communities by building capacity and providing mutual support.

Families can learn ways to help their children at all ages if they are provided with the opportunity, variety of choices, and necessary support.

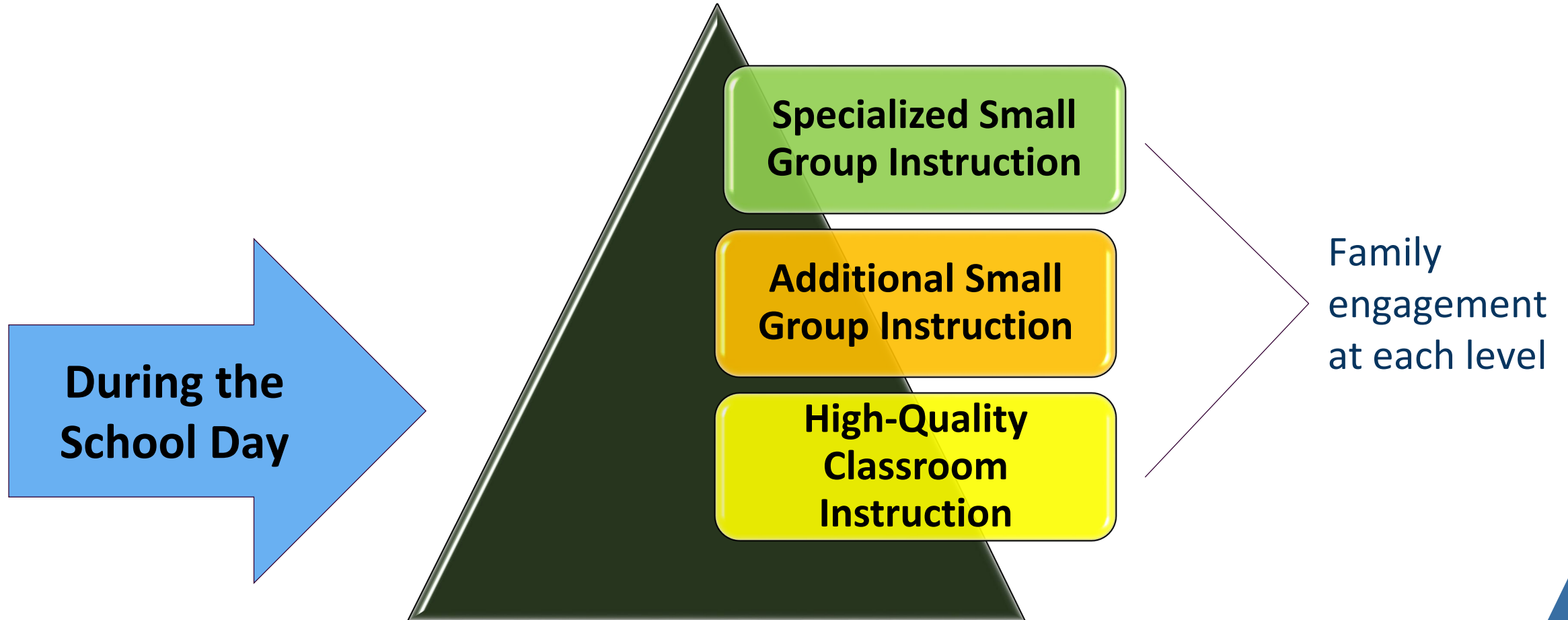
The attitudes and actions of leaders support a broad "culture of learning" at school, at home, and in the community.



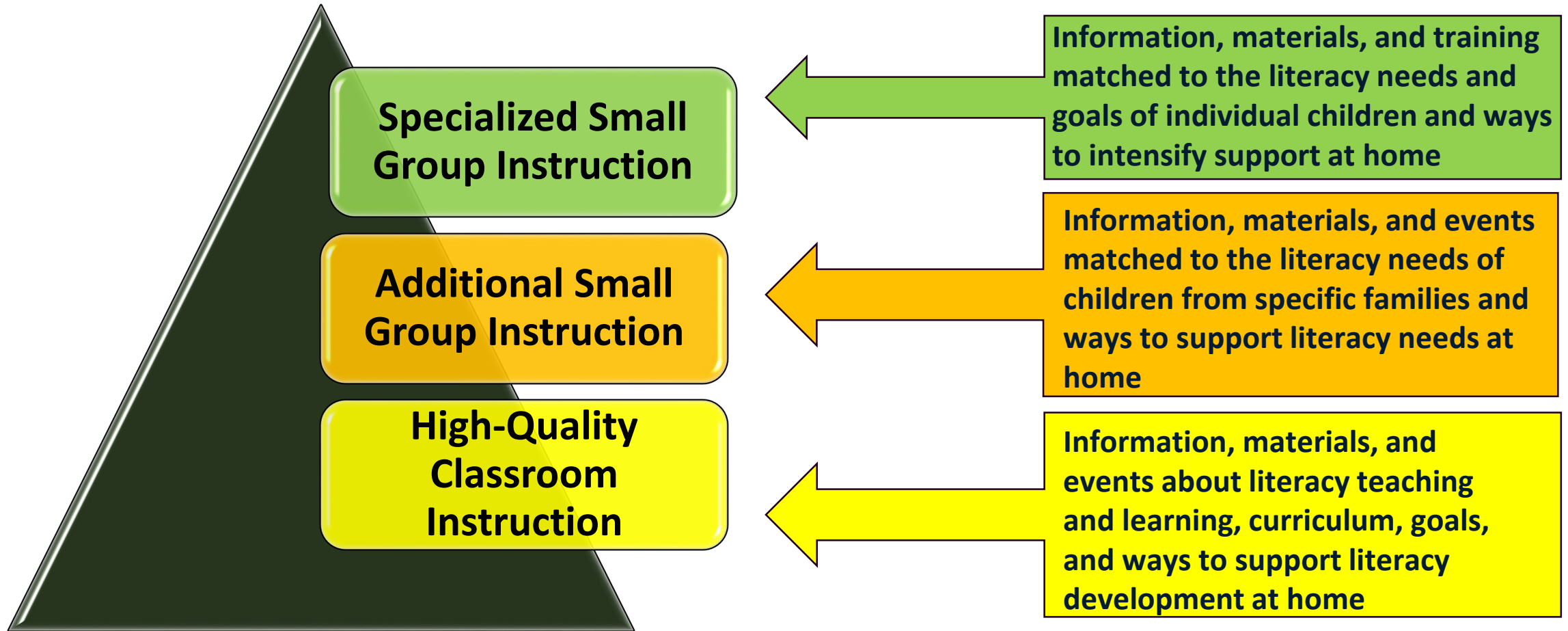
# Home-School Collaboration Within MTSS-R



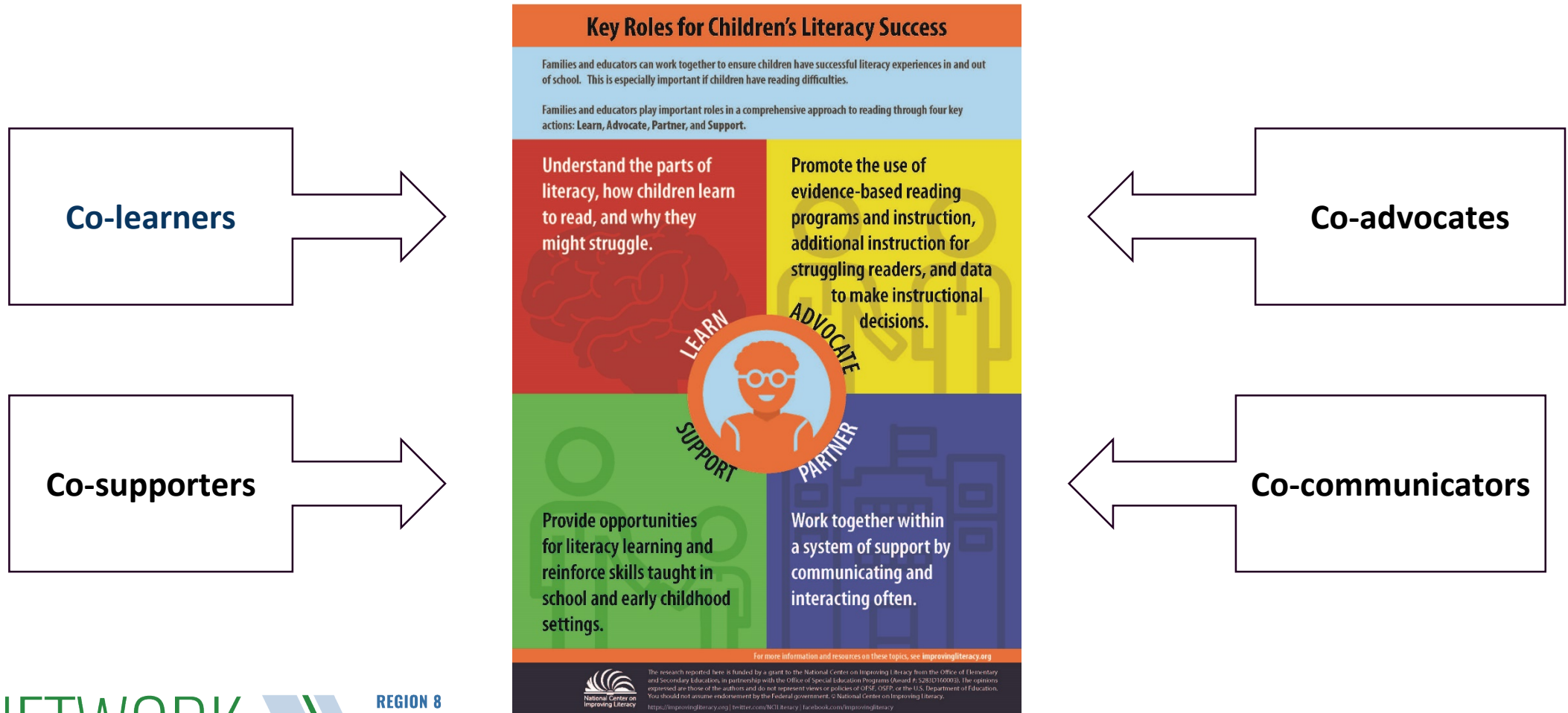
# Home-School Collaboration Within MTSS-R



# What Could It Look Like?



# Key Roles for Children's Literacy Success





# 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?



# Breakout Room Discussions

**CCNETWORK**  
Comprehensive Center Network



**REGION 8**  
Indiana  
Michigan  
Ohio

# Resources for Implementation

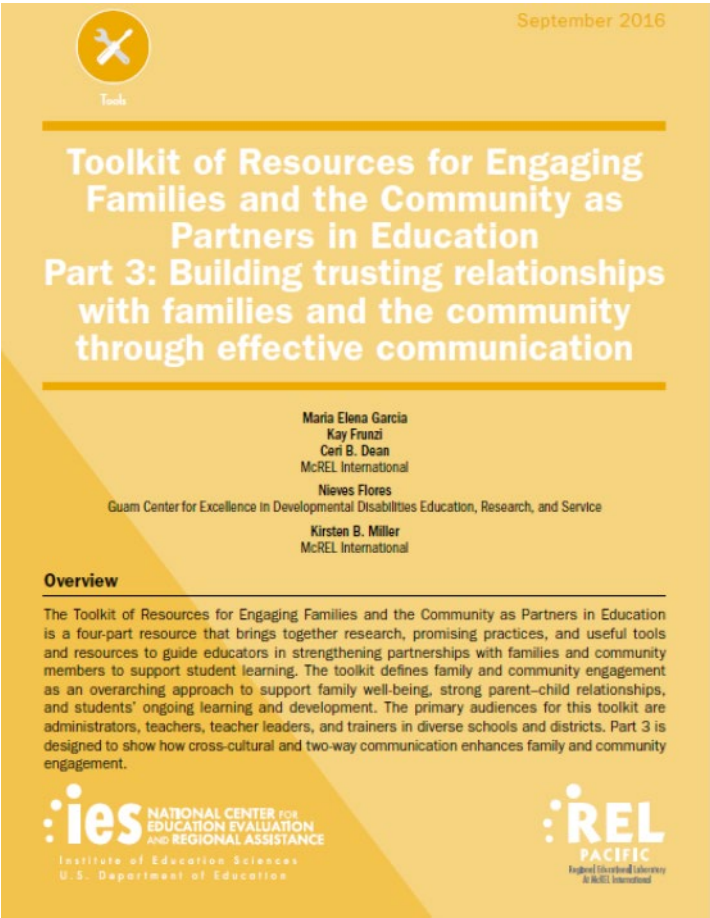
**CCNETWORK**  
Comprehensive Center Network



**REGION 8**  
Indiana  
Michigan  
Ohio

# Building Trusting Relationships with Families and the Community through Effective Communication

Addresses cross-cultural communication and two-way communication

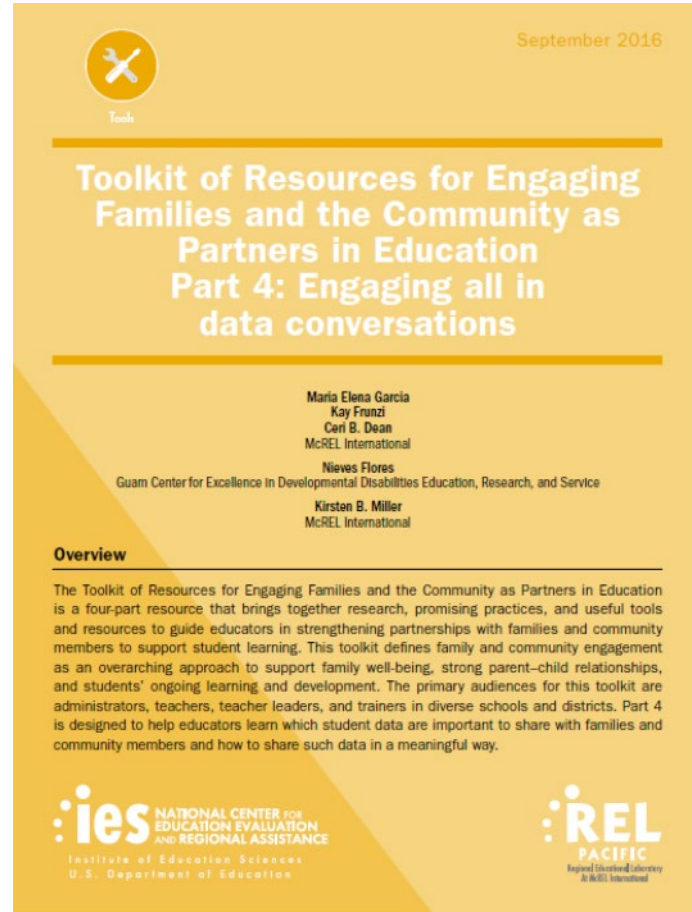


Offers an integrated approach to family and community engagement



# Engaging All in Data Conversations

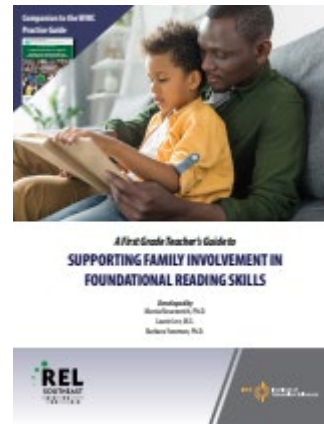
Focuses on determining what student data are important to share with families & community members and presenting student data in meaningful ways



Offers an integrated approach to family and community engagement

# Regional Educational Laboratory Resources

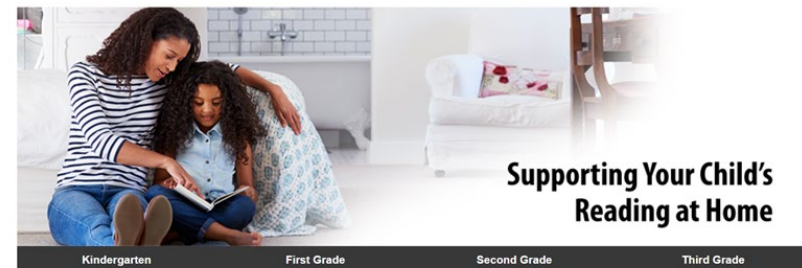
» A Teacher's Guide to Support Family Involvement in Foundational Reading Skills (K, 1, 2)



» Supporting Your Child's Reading at Home (website)



Follow us on:



# National Center on Improving Literacy (NCIL) Resources

The screenshot shows the top navigation bar of the National Center on Improving Literacy website. It features the NCIL logo on the left, followed by menu items: "For Parents & Families", "For Schools & Districts", "For State Agencies", and "Tools & Resources" (which is underlined and has a dropdown arrow). To the right are "News", "About", "Contact", and a search icon. Below the navigation bar is a dark blue section with eight icons and their corresponding labels: "Resource Repository", "Improving Literacy Briefs", "State of Dyslexia", "Ask an Expert", "Implementation Toolkits", "Literacy Skill Checklist", and "Learning Literacy Glossary".

This screenshot shows a video player for "CBM at Home". The title "CBM at Home" is prominently displayed at the top. Below it, the text "Brought to you by:" is followed by logos for QMI (Florida Center for Reading Research at Florida State University) and CTL (Center on Teaching & Learning). The video thumbnail shows a lightbulb with the text "Welcome to CBM at Home" and a play button icon. On the right side, it says "Funding provided by:" followed by logos for "Reach Every Reader" and the NCIL logo. A "NEXT" button is located at the bottom right of the video player.

This screenshot shows a webpage for the "Alphabetic Principle & Phonics" toolkit. On the left is a photograph of a woman reading with a young child. To the right of the photo is the title "Alphabetic Principle & Phonics" and a paragraph: "This toolkit helps teachers and families understand what the alphabetic principle and phonics are and how to support a child's development of these important reading skills." Below the paragraph, it lists "Audience: Parents & Families" and "Topic: Beginning Reading". A URL "https://improvingliteracy.org/tools" is visible at the bottom left of the image area.



The screenshot shows the "KIDZONE!" website. The title "KIDZONE!" is in a large, bold, white font with a black outline. Below it is the tagline "The Literacy Playground for Kids & Families!". At the bottom, there is a white rectangular button with the words "LISTEN", "READ", and "PLAY" in colored letters (green, purple, and blue respectively).

# 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!



**CCNETWORK**   
Comprehensive Center Network

REGION 8  
Indiana  
Michigan  
Ohio



The contents of this presentation were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.