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A LEADERSHIP PERSPECTIVE ON FAMILY ENGAGEMENT: QUALITATIVE CONTENT ANALYSIS OF SECONDARY DATA

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A LEADERSHIP PERSPECTIVE ON FAMILY ENGAGEMENT: QUALITATIVE
CONTENT ANALYSIS OF SECONDARY DATA

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DISSERTATION
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A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Education
at the University of Kentucky

By
Stephanie Anne Anderson
Fort Dodge, IA
Director: Dr. Beth S. Rous, Professor of Educational Leadership Studies
Lexington, Kentucky
2019

ABSTRACT OF DISSERTATION

A LEADERSHIP PERSPECTIVE ON FAMILY ENGAGEMENT: QUALITATIVE
CONTENT ANALYSIS OF SECONDARY DATA

The purpose of the study was to explore the leadership actions and activities that contributed to the implementation of a schoolwide family engagement initiative in a school. A qualitative content analysis of secondary data design was used to investigate the intentional actions and activities of a school leadership team during the implementation of a family engagement initiative within an elementary school. The Coherence Framework (Fullan & Quinn, 2016) provided a lens for which to investigate schoolwide change across drivers and sub-drivers.

The findings of this study describe intentional leadership actions and activities when communicating with families, conducting formal assessments, and facilitating professional development. Patterns from the analysis indicate school leaders engage in intentional leadership actions and activities across all drivers and sub-drivers within the Coherence Framework (Fullan & Quinn, 2016). Family engagement practices are driven by core beliefs and consideration of the establishment of collective efficacy within the Coherence Framework may better support implementation of school change within family engagement implementation.

Stephanie Anne Anderson

(Name of Student)

04/18/2019

Date

A LEADERSHIP PERSPECTIVE ON FAMILY ENGAGEMENT: QUALITATIVE
CONTENT ANALYSIS OF SECONDARY DATA

By
Stephanie Anne Anderson

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Dr. Beth S. Rous
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Date

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DEDICATION

To my children, McKaelyn and Carter, who now know what perseverance, persistence,
and endurance can accomplish.
#doctormom

ACKNOWLEDGMENTS

I cannot thank my family enough for enduring this process with me. My husband, Chris, has been so patient and understanding as I have taken breaks, demonstrated frustration, and doubted myself. Your encouragement supported me in continuing this journey. My children, McKaelyn and Carter, have had to endure long hours of mom sitting at the kitchen table hopeful that a break would be coming soon so I could join in the family fun. Your understanding of the level of commitment to this personal goal was instrumental in supporting my completion.

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The completion of this dissertation has been a personal goal for me since finishing my MA. Although I love to learn, this process has pushed me to new levels of learning and understanding. I have so much admiration for my dissertation chair, Dr. Beth Rous,

who has pushed me, supported me, and encouraged me along this journey. Her insightfulness in knowing just when to say what helped move me along from frustration to celebration from week to week. The commitment of my dissertation committee, Dr. John Nash, Dr. Katherine McCormick, and Dr. Wayne Lewis, is appreciated as well.

My UKSTL cohort members were virtual support at a moment's notice. From questions about APA formatting to a good inside joke once in a while provided the perspective I needed to continue on. I owe a special thanks to my critical friend Dr. Sara Heintzelman, who sent me encouragement through regular text messages, gifts, and pictures from our adventures together. Not only did you support me with writing, but you also supported me emotionally with virtual hugs.

I would like to thank all my colleagues in my school district, who engaged in this family engagement journey and allowed me to help lead this initiative. Your engagement and trust in me helped make this dissertation possible. Dr. Stacey Cole, thanks for providing me the opportunity to lead this initiative within our school district and becoming a learner right alongside me. Ron Mirr, Jenni Brasington, and Sherri Wilson, thanks for helping me learn more about research-based practices around family engagement through our Scholastic experiences. Without your support with this new learning, I could not have successfully led this initiative.

Finally, I want to thank all the families in our school district who have been impacted by this work. I appreciate your willingness to take this leap of faith and step out of your comfort zone to discover new ways to support our students and their learning. It is all about the kids!

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CHAPTER 1: INTRODUCTION TO RESEARCH STUDY

The implementation of a successful schoolwide family engagement initiative requires support and guidance from a school leadership team. In this study, actions and activities used by a leadership team to support a schoolwide family engagement initiative will be explored using the Coherence Framework (Fullan & Quinn, 2016). This framework is grounded in the theory that school leaders must put the right drivers in action to move toward effective and efficient school reform (Fullan & Quinn, 2016). In this study, qualitative content analysis of secondary data is proposed as a way to identify actions used by school leaders to support the implementation of a schoolwide family engagement initiative. This research will provide school leaders with strategies for implementation which align to a research-based leadership framework.

Problem Statement

Although family engagement has been linked to increased student achievement, collaboration, and equity within schools (Auerbach, 2009), there is little research regarding the characteristics and commitments of school leaders in supporting family engagement efforts within a school. The commitment of school leaders to the implementation of a family engagement process is crucial to its success (Ferguson, 2005; Sanders & Harvey, 2002). However, more information is needed in the identification and implementation of the steps school leaders can take to promote meaningful family engagement and partnerships in their schools.

Research has shown that when schools, families, and communities collaborate to support student learning, children tend to do better in school, stay in school longer, and hold more positive perspectives about school (Henderson & Mapp, 2002). The role of

families in their child's education has evolved over the years from parents being exclusively responsible for the education of their children to very little involvement by parents in the public education sector (Epstein, 2005; Jones, 2010; Henderson, 2015; Hiatt, 1994; Martinez, 2004; McLaughlin & Shields, 1986). To promote more engagement of families, the U.S. Department of Education funded the development of a framework to support family engagement. The Dual Capacity Framework for Family School Partnerships [Southwest Educational Development Laboratory (SEDL), 2013] has been adopted by the U.S. Department of Education and presents types of school-family partnerships and essential elements necessary for family engagement to guide the implementation of a schoolwide family engagement initiative.

Purpose and Significance of the Study

This study used the Coherence Framework (Fullan & Quinn, 2016) to explore the leadership actions and activities that contributed to the implementation of a schoolwide family engagement initiative in a school. The Coherence Framework (Fullan & Quinn, 2016) includes four drivers which demonstrated (Fullan & Quinn, 2016) schoolwide change: *Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning and Securing Accountability* as illustrated in Figure 1.1. According to Fullan and Quinn (2016), coherence is defined as "the shared depth of understanding about the nature of the work" (p. 30). Within this framework, leaders must build coherence over time purposefully through the ways in which they interact and support interaction among those within the organization. An important component is the leader's ability to install the right components, which Fullan and Quinn (2016) refer to as drivers, to support change

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within the system. The leader's role is to determine how to best combine each of these four components to meet the needs of their system.
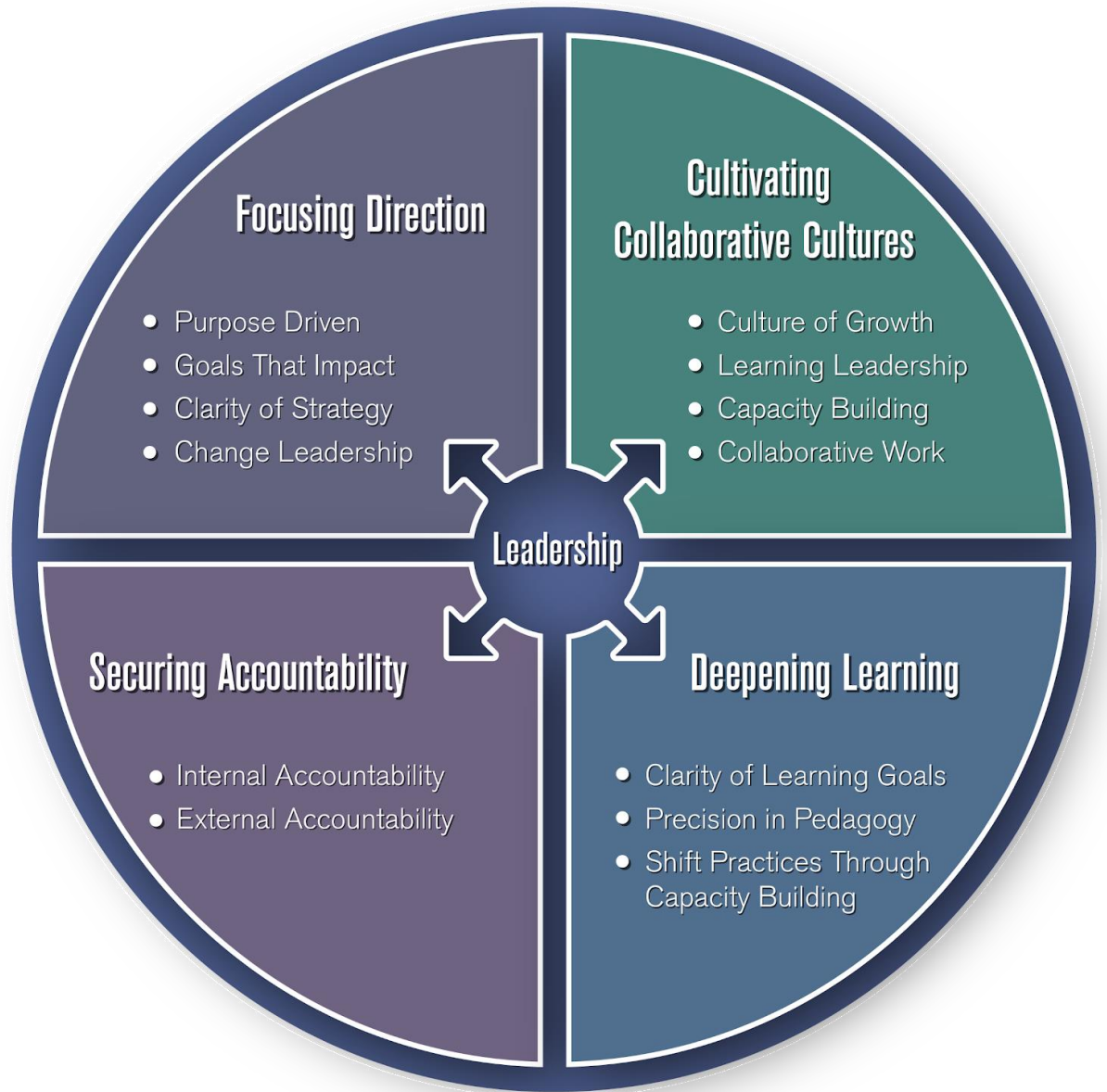
Figure 1.1 Coherence Framework

Coherence Framework (Fullan & Quinn, 2016, p.12)

In this study, strategies used by the leadership team to implement a schoolwide family engagement initiative were investigated through the drivers presented in the Coherence Framework (Fullan & Quinn, 2016). Findings from this research can be used by future leaders to guide their own schoolwide family engagement initiative implementation.

Research Questions and Design

The proposed study added to the limited body of research on the leadership strategies necessary for the successful implementation of family engagement practices within a school. Using data gathered during the implementation of a family engagement initiative in an elementary school, this study employed qualitative content analysis of secondary data to identify strategies used by the school leadership team to support full implementation of the model. The following research questions guided the study:

1. *What actions and activities were implemented by the leadership team at Crawford Elementary School during the implementation of a schoolwide family engagement initiative to address gaps in family engagement practices?*

2. *To what extent were the drivers and sub-drivers of the Coherence Framework (Fullan & Quinn, 2016) present in leader actions and activities as part of the schoolwide change initiative?*

Throughout the 2017-2018 school year, data were collected throughout the implementation of family engagement at an elementary school of 479 students in grades kindergarten through fourth grade, along with 55 staff members. For the purposes of this study, we referred to this school as Crawford Elementary School. A formal Family Engagement Assessment was administered by a team from the Family and Community

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Engagement Department from Scholastic, and these data helped launch the discussion and development of the implementation plan. Additional professional development, staff meetings and family engagement events were planned and carried out to support the implementation of the model within the school during the academic year.

Directed qualitative content analysis with an *a priori* coding method were used to analyze implementation data based on the Coherence Framework (Fullan & Quinn, 2016). The researcher analyzed the related data specifically to *Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, and Securing Accountability* within the context of the implementation of the schoolwide family engagement initiative.

Using a rubric (see Appendix B) developed by Sherif (2018), data were evaluated based on its quality and sufficiency for fully meeting, partially meeting or not meeting the components for secondary analysis. Document analysis occurred once appropriate documents had been identified, using a process designed to condense data into categories or themes based on inferences and interpretation (Zhang & Wildemuth, 2009). Data was considered for inclusion with only the most relevant code being used for analysis toward one Coherence Framework driver.

Limitations and Delimitations

One limitation of this study was potential for researcher bias as this qualitative study was conducted within the school where the researcher was employed and served as a member of the school leadership team. Having led the family engagement initiative within the elementary school, there may have been potential bias during the analysis of

secondary data. To help mediate potential bias, an additional coder was used during the analysis process.

Another limitation of this study was the sole use of secondary data. Due to the use of secondary data, the study was limited to the information made available through implementation of the family engagement initiative. The researcher was limited in data analysis options because of the type of data set. The current study attempted to investigate the activities and actions of school leadership in the implementation of a schoolwide family engagement initiative; however, a more direct approach, such as direct interviews with school leaders or administering a leadership specific measure, may have yielded different results.

Key Terms Defined

For the purpose of this study, key terms are operationalized as follows.

Family engagement for this study is defined as an empowerment process in which families are able to understand their role and contribution to the learning and development of their children; the process being different for each family (SEDL, 2013).

Coherence for this study refers to the actions of leadership around drivers for systemic change (Fullan & Quinn, 2016).

Drivers are defined as the components of leadership to make systemic change for this study (Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, Securing Accountability) (Fullan & Quinn, 2016).

Sub-drivers are defined as the key levers for change which make up each of the drivers for the purpose of this study (Fullan & Quinn, 2016).

Purposive or Intentional Leadership is defined as the extent to which a *leader* has a strong moral self, a vision for his or her team, and takes an ethical approach to *leadership* marked by a commitment to stakeholders (Dantley, 2003; West 1988).

Collective Efficacy is defined as a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments (Bandura, 1997).

Overview of the Study

This chapter provided an overview of the problem and its significance within the leadership realm of the implementation of a schoolwide family engagement initiative. In addition, the chapter presented background information on family engagement, specifically the need for further research regarding leadership within family engagement as well as presents the study's purpose, significance and research questions. In Chapter 2, an extensive review of the literature is presented in four specific areas: logistics of family engagement, the dual capacity-building framework for family-school partnerships, essential elements for effective family-school partnerships, and the Coherence Framework (Fullan & Quinn, 2016).

CHAPTER 2: REVIEW OF LITERATURE

School leadership has evolved to being distributed across different people and situations within the school setting. The principal sets the tone for the school and influences the engagement, learning, and well-being of all students. The pattern of influence impacts increased instruction and student learning priorities in interconnected ways with all stakeholders (Hallinger, 2005).

Collaboration between schools, families and communities support student success in school in the future (Henderson & Mapp, 2002). According to Auerbach (2009), "Family and community engagement are increasingly seen as powerful tools for making schools more equitable, culturally responsive and collaborative" (p. 9). Authors in this field encourage schools to assess their present practices by securing the perspectives of teachers and parents when developing new plans (Humphrey-Taylor, 2015).

This chapter will address the ever changing role of leadership in schools as well as the role of school leaders within the implementation of family engagement practices. To set the stage for learning around family engagement within literature review, the history and impact of family engagement will be addressed. Further depth will be provided regarding the dual-capacity framework for family-school partnerships, core beliefs, and the essential elements for effective family-school partnerships for the family engagement work within this study. Fullan and Quinn's (2016) Coherence Framework and drivers will be introduced toward the end of the chapter as a lens to further investigate different components of school change necessary for the implementation of a family engagement initiative.

Leadership in Schools

The definitions for school leadership have changed over the past century. Principals in the 1920s through the 1960s, were perceived as administrative managers whose main responsibility was to supervise the day-to-day aspects of the school (Hallinger, 1992). In the 1960s and 1970s, the role of the principal evolved to overseer of the management of programs, especially federally funded programs (e.g., Special Education and bilingual education). This shifted the principal's role from a manager toward curriculum reform (Hallinger, 1992). This then resulted in the transition of the principal from one who maintained the status quo to that of a change agent. This change in the role of the school leader laid the groundwork for the instructional leadership movement (Hallinger, 1992).

Three major commonalities exist within most definitions of leadership. The first is that leadership is based on organizational improvement (Leithwood & Jantzi, 2006; Marzano, Waters, & McNulty, 2005; Reeves, 2009). The second is that leaders also set direction within the organization (Jacobs & Jaques, 1990; Leithwood, Jantzi, & Steinbach, 1999; Leithwood & Jantzi, 2006; Whitaker, 2003; Yukl, 2006). The importance of leader influence is the final commonality identified in the research (Kirtman & Fullan, 2016; Leithwood, Jantzi, & Steinbach, 1999; Leithwood & Jantzi, 2006; Yukl, 2006).

Organizational leadership theories and theorists have suggested that the leadership practices that drive systemic change include leaders who can lead by example, who can get the right people in the right place and who work to ensure that the people within the organization, assist in creating and implementing the plans for the organization (Collins,

2001; Fayol, 1916; Gulick, 1937). A leader who makes decisions and effectively directs people in the right work can orchestrate all components of the work to be done, motivate and inspire others toward success and who is available, visible and listens to followers as well as develop and carry out goals and an action plan is a leader for systemic change (Fayol, 1916; Gulick, 1937; Reeves, 2009; Selznick, 1948).

Role of Leaders in Family Engagement Implementation

For family engagement initiatives to be successful, it is imperative that school leaders are committed to the process (Auerbach, 2009). Leaders within schools of education need to prioritize and actively influence the change process within their institutions. As new family engagement theories and research are published, school leaders should connect current educators with these practices (Epstein & Sanders, 2006). This research aligns closely with the family engagement core belief which states that, *responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially leaders.*

Strong school leadership is needed if traditional models of involvement shift to collaborative relationships (Ferguson, 2005). Constantino's (2003) research suggests that leaders consider creating family-friendly schools, networking through community organizations, and listening actively to the concerns of individuals while influencing the creation of policies to encourage family and community involvement. School leaders must develop strategies, allocate resources, and model practice to promote family engagement partnerships. Constantino (2003) concludes that school leaders must also communicate a vision that includes families while convincing stakeholders that it is a

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worthy concept. School leadership must also be shared and collaborative, with leadership being the catalyst for change to engage families.

Knowing family engagement is difficult to embed in current practice, Fullan and Quinn (2016) suggest that leaders can be described as the "North Star" for action, establishing enabling conditions and shaping the path for change. The difference is not a linear process yet it is imperative leaders manage the transition from the current to the future state. Many educators struggle with the confidence and competence needed to move in a new direction. Fullan and Quinn (2016) describe the role of the change leaders to shift practice as:

- Communicating the need for change and the result of the change.

- Supporting those individuals who embrace the change quickly and learn from their attempts.

- Build the capacity to support others to embrace the change as well.

- Build a culture of collaboration where change attempts are supported and nurtured within the culture, and

- Recognize successes within the change throughout the process, not just when the destination is acquired.

Similarly, Reeves (2009) presents four imperatives to cultural change: (1) leaders must define what will not change; (2) organizational culture will change with leadership actions, (3) leaders must use the right tools for the system, and (4) change in culture requires personal attention by the diligent work of the leader. Fullan and Quinn (2016) describe change leaders as those who model learning within their institution, shaping a culture that fosters deep relationships, trust and engagement, and maximizing the impact

on learning. Kirtman and Fullan (2016) believe institutional changes involve a combination of using the right drivers for system success and developing core competencies for continuous improvement. Great leaders create the conditions for excellence and drive the cultural change necessary for successful implementation.

Fullan (2014) posits culture will always trump any initiative and determine whether a new program will work or not. Good leaders are aware of the culture and climate within their educational institution, and build healthy relationships seeking feedback from all sources (Fullan & Quinn, 2016). Fullan and Quinn (2016) describe change leaders as being intentional in developing relationships, sharing understanding and mutual accountability both vertically and horizontally.

Active change leaders do actively participate as a learner in the change initiative. These change leaders use practice to drive the need for change. Fullan (2011) encourages leaders to be persistent learners in their setting while keeping an eye on the big picture. The strategic leader must be cognizant of initiative fatigue and identify things that can be eliminated (Reeves, 2009). Fullan (2011) goes on to highlight the seven elements of Change Leadership as being resolute through focusing on deliberate practice and sustained simplexity. These elements will then motivate stakeholders and encourage collaboration and active competition to build capacity (Fullan, 2011).

Learning and confidence are addressed simultaneously through this process. Change leaders are consistently developing structures to know the impact of improvement. These leaders base every decision on their best people (Whitaker, 2003). Fullan (2011) mentions the change leader must alter motivation and capacity; however, staying the course and profound empathy will also be required. Resolute learners realize

"it's not about immediate perfection. It's about learning something over time: confronting a challenge and making progress" (Dweck, p. 24). Change leaders have a system to determine the readiness for change within their institution (Reeves, 2009).

Moreover, active change leaders "activate, enable and mobilize human and moral purpose and the skills to enact them" (Fullan, 2011, p. 58). The change leader must first work to build relationships first within the institution. They must also be aware of having plans that are too lofty. Focused simplicity is key when considering change and being sure to honor the implementation dip as behavior will change before beliefs. It is imperative that the change leader communicates consistently during implementation. A collaborative culture will then begin to develop where learning about the application will happen during the execution. Fullan (2011) goes on to explain that stakeholders will take risks and continue to learn during those new learning experiences. Change leaders realize that social engagement fosters collaboration by being a learner themselves through the change process. Fullan (2011) describes leadership as both an authority and a democracy. Leaders can be assertive when they have built trusting relationships, knowing when it is a good idea and when people are empowered to shape the concept. Fullan (2011) asserts that a "higher purpose, mutual respect, high expectations, pressure and support to perform and innovate to get better makes a powerful, focused collaborative culture" (p. 93).

When a change leader is a learner, they must use their brain, cultivate a growth mindset in themselves and others, be indispensable in the right way and maintain a high level of confidence (Fullan, 2011). Furthermore, change leaders must be confident

learners, admitting and learning from their mistakes, developing growth-oriented

mindsets and admit when they do not know the answer.

History of Family Engagement

The evolution of family engagement throughout time has played an integral part

in school change. In the early 1600s, the education of students remained primarily in the

hands of parents, with little or no guidance from a structured institution. In the 19th

century, increases in the number of immigrants to the United States often resulted in the

exploitation of children who were used as forced labor in large cities and farming

communities (Hiatt, 1994). Through organized unions, these practices ended and formal

education and public schools were organized across the nation (Hiatt, 1994). This move

from homeschooling by parents to public schools resulted in less involvement of parents

in their child's educational experience. In response to the growing disengagement of

parents, Alice McLellan Birney and Phoebe Apperson Hearst formed the National

Congress of Mothers in 1897, the forerunner to the National Parent Teacher Association

(PTA). This group was established to advocate for parent involvement in their children's

education.

Post-World War II parents, mostly maternal figures, were primarily involved in

education through parent-teacher conferences, PTA meetings, fundraising events, and by

serving as school monitors (Martinez, 2004). The 1960s brought more policies to

enhance learning for poor and disadvantaged children through parental involvement

practices. For example, Project Head Start was proposed by President Lyndon B. Johnson

and enacted in 1964 as part of the "War on Poverty" with requirements of parental

involvement for children in poverty or at-risk for school failure. Because of this increased

legislative focus, schools concentrated on compliance rather than partnering with families; consequently, the 1960s through the 2000s saw an increase in federal mandates related to family engagement based on research findings in this area. There are numerous examples of this increase in federal legislation related to family engagement. The Elementary and Secondary Education Act of 1965, P.L. 89-10 (currently known as Every Student Succeeds Act, P.L. 114-95), includes parental involvement in its rationale to give parents a voice in their child's education with the goal of providing equal opportunities for all students. This in turn significantly impacted educational outcomes for students.

A number of federal laws highlight the importance of parent involvement. As early as 1974, the Education of the Handicapped Act (P.L. 94-142: now Individuals with Disabilities Education Act P.L.) required parents to be active partners in the educational decisions related to their children (Jones, 2010). The Economic Opportunity Act of 1964, P.L. 88-452; Project Follow Through P.L. 93-644, 1967; and the Bilingual Education Act, P.L. 90-247, 1968 all required participation of parents in schools (McLaughlin & Shields, 1986). The No Child Left Behind Act of 2001, P.L. 107-110, focused on academic achievement for all students; and included components of family involvement, communication with families and the public about performance, and the quality of schools (Epstein, 2005). As this demonstrates, legislative structures have evolved to ensure the educational framework of public education includes more family engagement practices. Henderson (2015) analyzed the 2015 Every Student Succeeds Act for evidence of family engagement. This analysis identified the family engagement was included in components of the Act related to district policy, school and family engagement policy, involvement, shared responsibility, dual capacity, and accessibility.

Impact of Family Engagement

Although family engagement practices have evolved through time, an investigation of the impact is necessary to make a case for the importance of implementation within schools. In 1966, Coleman presented data that suggested family factors were the more important predictors of student outcomes than school factors for at-risk students (Coleman, 1966). Since these findings were published, educators have attempted to integrate family-friendly policies and practices in school to foster positive student outcomes. However, family engagement remains a challenge for many schools (Christenson & Reschly, 2010). The importance of family engagement in student learning is supported by research which demonstrates improved student outcomes resulting from educators' family engagement practices (Christenson & Reschly, 2010, Epstein, 2001).

There is wide agreement in the role parent involvement plays in students' academic success across policy makers (Prindle & Resinski, 1989; Van Meter, 1994; Wagner & Sconyers, 1996), school board administrators (Khan, 1996; Roach, 1994; Wanat, 1994), teachers (Allen, 1996; Matzye, 1995), parents (Dye, 1992; Lawler-Prince, Grymes, Boals, & Bonds, 1994; Schrick, 1992), and even students (Brian, 1994; Choi, Bempechet, & Ginsburg, 1994). Increased connections between families and educators also impact the outcomes of students in a positive way through increased motivation and eagerness to learn (Fan & Chen, 2001). Student achievement is directly impacted by family engagement (Epstein, Clark, Salanis, & Sanders, 1994; Izzo, Weissberg, Kasprow, & Fendich, 1999; Jordan, Snow, & Porche, 2000). Improved attendance (Epstein et al., 1997), reduced tardiness, and a decreased likelihood for Special Education placement (Miedel & Reynolds, 1999) are also directly impacted by family engagement.

A meta-analysis conducted by Higgins and Katsipataki (2015) found evidence of the potential for developing effective partnerships between schools and parents with the possibility of an increase in children's educational achievement, specifically through intervening early and increasing duration and intensity. Overall, the evidence from 13 meta-analyses indicated family engagement, where school, family and community partnerships are developed to support and improve children's learning, does offer a practical approach in which consistent evidence demonstrates a benefit to student achievement (Higgins & Katsipataki, 2015).

The Dual Capacity-Building Framework for Family–School Partnerships

Many schools develop family engagement initiatives that while well-intentioned, are often not linked to the teaching, learning, or developmental goals of the school. These initiatives are often not designed to build trusting relationships with families. There are several models of family engagement present in the literature that focus on home to school partnerships. For example, the Epstein Model (2009) presents six types of parental involvement while the Hoover-Dempsey & Sandler model (1995, 1997) focuses on understanding why parents become involved and how this influences the educational outcomes of children. With support from the U.S. Department of Education, SEDL (2013) created the Dual Capacity Framework. The Dual Capacity Framework was developed to guide family engagement practices that align with research in family engagement, adult learning, and leadership development (see Figure 2.1).

The Dual Capacity-Building Framework for Family–School Partnerships

THE CHALLENGE	Lack of opportunities for **School/Program Staff** to build the capacity for partnerships	Ineffective Family–School Partnerships	Lack of opportunities for **Families** to build the capacity for partnerships

OPPORTUNITY CONDITIONS

Process Conditions
- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions
- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the "4 C" areas:
- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

FAMILY AND STAFF CAPACITY OUTCOMES

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

Effective Family–School Partnerships Supporting Student Achievement & School

Families who can negotiate multiple roles
- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

SEDL U.S. Department of Education. (2013) p.8

Figure 2.1 The Dual Capacity Framework was informed by a panel of family engagement experts and researchers brought together by SEDL, in collaboration with and funded by the United States Department of Education.

In the Dual Capacity Framework, elements are presented in four blocks that align with family engagement research. The top block addresses the challenge to family-school partnerships. According to Mapp (2015) in many cases, neither staff nor families have built the capacity to engage in productive partnerships and frequently do not know how to

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make this happen. Race, ethnicity, educational, and socioeconomic backgrounds often play a role in this disparity.

The next block of the framework addresses the essential conditions necessary for effective family-school partnerships. Process and organizational conditions both impact the effectiveness of these partnerships. Mapp (2015) purports that it is imperative that these initiatives be goal-oriented, linked to learning, work toward building trusting relationship, moreover, that they are developing the skills and knowledge of all stakeholders, and are collaborative, and interactive. The organization must also provide the conditions that ensures family engagement is significant and vital to the improvement efforts already in place within the school, with an infrastructure and resources prepared to sustain these efforts. Mapp (2015) further asserts that when these conditions exist, school staff and families will grow in what they know and can do, their connections, their beliefs about one another and their confidence that they can cultivate and sustain these partnerships. These conditions are evidenced in staff who understand and implement strategies to develop partnerships with families, while families appreciate their roles in the engagement of their child's educational learning and development.

The next block in the model addresses policy and program goals. Information is highlighted regarding the policy and program goals related to building on existing research suggesting that partnerships between home and school can only develop and thrive if collective capacity between families and staff is apparent. Capacity here is divided into four components: capabilities, connections, confidence, and cognition. These components can be used as a set of criteria from which to measure and evaluate policy and program effectiveness.

The final block in the framework, staff and family partnership outcomes, presents outcomes for both staff and families that will exist to support student achievement and student learning. Staff will be prepared to engage in partnerships with families that can honor the existing skills of the family. School staff will also be prepared to create and sustain cultures that welcome, invite and promote family engagement where all initiatives are connected to student learning. All families, regardless of their race/ethnicity, educational background, gender, disability or socioeconomic status, are prepared to engage in partnerships with schools where they are supporters, encouragers, monitors, models, advocates, decision makers and collaborators with school staff for their children (Weiss, Lopez & Rosenberg, 2011).

Core Beliefs

A set of core beliefs were theoretically aligned to the first block of the Dual Capacity Framework, the challenge as validated by Mapp, Carver, and Lander (2017). Often, educators and families have beliefs, attitudes, and fears that can hinder partnerships. Both families and educators must embrace the notion that partnerships are essential, and they can effectively develop these partnerships (Mapp, Carver, & Lander, 2017). To this end, four core beliefs can serve as the foundation for family engagement work (Mapp, Johnson, & Davies, 2017).

Core Belief 1: All parents have dreams for their children and want what is best for them.

This core belief is considered the most important of the four (Mapp, Johnson, Davies, 2017). This belief is based on a core assumption that educators must understand that families want their children to succeed, however, there may be stressful life situations that prevent them from engaging to the level the school staff expects, or they

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may appear to devalue education in general. Unfortunately, the perception of the disengagement from school and not placing as much value on education often falls on parents of color, foreign born parents, or families from poor communities. Often parents are overwhelmed by personal problems, yet also realize knowledge will help their children achieve their dreams (Mapp, Carver, & Lander, 2017), and they feel compelled to be connected.

Core Belief 2: All families can support their children's learning.

This core belief is based on the assumption that staff must see families through a strength-based versus deficit-based lens. Numerous studies have found families of all income and education levels, as well as all ethnic and cultural groups, are engaged in supporting their children at home; however, white, middle-class families are likely to support their children in school (Shumow & Lomax, 2001; Williams, 1998). Families' knowledge, talents, and life experiences increase their capacity to help their child with learning outside of school. Shumow and Lomax (2001) examined parents' feelings of self-efficacy and found the higher the self-efficacy the parents had for helping their children in school, the more they were involved with the school. Families bring much knowledge regarding their child's background to the table; furthermore, educators should not see their job as needing to "rescue" or "save" the students from their families. Parents can share information about the child's learning habits, their interests, what they might enjoy, and their behavioral triggers. This information can assist the teacher in meeting the child's needs more effectively and efficiently in the classroom.

Three fundamental concepts influence family engagement in their child's education (Hoover-Dempsey & Sandler, 1997). First, parents have a perception regarding

what they think they are supposed to do and what others suggest is acceptable. Second, cultural backgrounds and surroundings significantly affect these perceptions. Moreover, families must have the confidence to assist their child with school work. Many families feel they do not have the skills, resources or knowledge to help their children. Third, families want to be invited and feel supported by school staff to advocate for their child's learning. School staff should labor to meet the needs of families in these areas to work toward building their capacity to support education.

Core Belief 3: *Parents and school staff should be equal partners.*

In traditional educational frameworks (e.g., Epstein's Framework of Six Types of Involvement, the Parent, Family, and Community Engagement Framework), teachers educate from school and parents help from home, only coming to school when asked. Henderson et al. (2007) suggest that power should be shared. All stakeholders interested in supporting the education of the child should have equal status, value, and responsibility. When school staff demonstrates they value families and their capacity, families will appreciate the teacher's skills and knowledge (Henderson et al., 2007). Parents at all grade levels want to stay involved and informed in their child's education (Henderson et al., 2013). Therefore, when teachers and school leaders develop family partnerships, the parents respond (Humphrey-Taylor, 2015).

Core Belief 4: *The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially leaders.*

Barriers, such as having other children, working late hours, poor communication, the comfort level of families, time conflicts or making time, currently exist between school staff and families (Baker, Wise, Kelley, & Skiba, 2016). Moreover, many families

see schools as influential and forbidding institutions. Leadership from both school staff and the school Principal helps to break down these barriers. School leaders must provide the resources, vision, and leadership to implement and sustain family engagement efforts (Mapp et al., 2017).

Types of Partnerships

Henderson, Mapp, Johnson, and Davies (2007) have introduced four different types of partnerships that are apparent between schools and families: fortress school, come-if-we-call school, open-door school, and partnership school. The *opportunity conditions* block within the Dual Capacity Framework is addressed through four categories of schools which are identified by the authors of the Dual Capacity Framework and describe how welcoming and active they may be in partnering with families (Henderson et al., 2007). Mapp et al. (2017) identify the following school types: fortress schools, come-if we-call schools, open-door schools, and partnership schools. At a fortress school, engaging with families is a low priority and is not connected to student learning. Parents do not regularly come to conferences, while curriculum and standards appear too complicated for parents to understand. Come-if-we-call schools want to engage families, but only on their terms. Communication at come-if-we-call schools is often one way, from school to home. Parents with more education are occasionally involved. However, many families are willing to only visit the school on report card pick-up day. Staff tend to be selective about whom they invite into the building. Open-door schools make engagement a priority. Family engagement is part of the educational culture where teachers contact families once a year and families are invited a few times a year for curriculum nights or family events. Partnership schools commit to family

engagement, and it is perceived as a critical component to student success. Every family

activity and function are linked to learning and are goal driven. Interactions between

home and school build relationships, address differences, support advocacy, and share

power in intentional and meaningful ways.

Essential Elements for Effective Family-School Partnerships

The *opportunity conditions* block is also addressed through the integration of five

process conditions. In a family engagement series facilitated by Scholastic five essential

elements for effective family-school partnerships to exist are presented: relational,

developmental, linked to learning, collaborative, and interactive. First, schools must build

relationships between staff and their families (Henderson et al., 2007). Trusting

relationships are the foundation of these partnerships creating respect between home and

school. In a welcoming school environment, beliefs that the school staff cares about their

child's success, as well as ongoing, two-way communication establishes a climate of

mutual respect. Second, schools should leverage the strength of their families to help all

families grow in their ability to support their child's academic success (Henderson et al.,

2007). Families are experts who can be utilized to support the learning of their children at

school requiring staff to see families through a strengths-based lens, which increases

confidence, empowering families to be active, knowledgeable and informed while

simultaneously building capacity.

Third, schools must consider how to use effective instructional practices in the

classroom to support learning outside of school through the engagement of families

(Henderson et al., 2007). When linking these engagement opportunities to classroom

learning, families are empowered to interact with their children at home to support

academic achievement. Fourth, it is imperative that families also make connections with one another for learning support (Henderson et al., 2007). Peer-to-peer networks encourage families to learn and work in groups. Staff should structure collaborative experiences for families to build these peer partnerships to reinforce skills before applying them at home. Last, ample opportunities planned for practice and feedback help create family-school partnerships (Henderson et al., 2007). When building the capacity of our families to extend learning to the home, it is important to provide multiple opportunities for families to test out a new skill or behavior through coaching so they can master this new skill and try it with their child at home. These essential elements are crucial to the success of any family engagement initiative (Mapp, 2015).

Even with key family engagement components in place, school leaders must take a deliberate, intentional and proactive approach to enhancing the relationships and connections between families and the school (Auerbach, 2009). In a study conducted by Auerbach (2009) leaders with more successful family engagement initiatives were more likely to be directly involved in initiating, planning, and implementing engagement experiences rather than delegating responsibilities or just making an appearance at a family event.

Coherence Framework

The implementation of a family engagement initiative often institutes change within a school. Fullan (2016) purports "We must think deeply about what our vision is for success and determine strategies and actions that we believe will move us to our goals and dreams for the future. Then, we must determine how we will know that our strategies are working and make quick course corrections to stay on track" (p.4). When addressing

the need for school change regarding the implementation of a schoolwide family engagement initiative, the Coherence Framework (Fullan & Quinn, 2016) can be used to help understand the role and function of school leaders in cultivating needed changes using a shared process. Fullan & Quinn (2016) define coherence as, "the shared depth of understanding about the nature of the work" (p. 30). Coherence work tends to have three features: it is about the whole system; it focuses on pedagogy, and it always examines and measures progress for all students through impact and causal pathways. The Coherence Framework consists of four essential drivers: *Focusing Direction*, which builds common purpose; *Cultivating Collaborative Cultures*, which develops capacity; *Deepening Learning*, which accelerates improvement and innovation; and *Securing Accountability* from the inside out. The Coherence Framework is not a linear model; the others sections impact each component. The role of leadership is to integrate these four drivers and build a coherent, collaborative culture where the leader becomes dispensable.

Focusing Direction

Fullan and Quinn (2016) suggest that goals are often unconnected and changing within schools. Reducing several initiatives and focusing on two or three goals with a clear strategy builds coherence. Leaders within this model set a directional vision and then move into action. Fullan and Quinn (2016) recommend a four-step approach to staying focused: (1) be transparent with goals, (2) build a collaborative approach to finding solutions, (3) utilize reduce, reframe, and remove to develop a clear strategy, and (4) cultivate engagement by engaging all groups with the goals and plan.

Cultivating Collaborative Cultures

Within the Fullan and Quinn model, leaders establish a nonjudgmental culture of growth, so that all stakeholders are comfortable with making mistakes and learning from these mistakes. A common purpose embraces the expertise of all stakeholders. Through the development of coherence, the staff can articulate the goals for improvement, the strategy and their roles in contributing to the changes. John Hattie (2012) presented that collective efficacy is the most potent change strategy if the group is focused and well led. Leaders utilize group dynamics to facilitate change. The leader takes the time to learn with the group, yet creates a culture where people learn from each other. When focusing direction and the development of collaborative cultures are working simultaneously, the initiative gets a strong start and has much more potential for going even more in-depth.

Fullan and Quinn (2016) described organizations that support learning, innovation, and action as building a culture of growth. As action leaders embrace a mindset where the culture embeds change, solutions are grown internally through the expertise of people within the organization. Moreover, when looking at the policies and strategies through the lenses of quality, commitment, and capacity institutional coherence is driven. Leaders must be aware of both the quality of the capacity and the degree of collaborative learning to support the shift of organizational practice.

Deepening Learning

In this model, leaders create communities of collective inquiry that look at the instructional practices that impact students most directly within the coherence model. Students, teachers, and families evolve into learning partners. Fullan and Quinn (2016)

described how systems could improve engagement by using three elements that deepen

learning:

- Establish clarity of deep learning goals.

- Build precision in instructional practices accelerated by digital means, and

- Shift practices through capacity building.

Securing Accountability

In this model leaders build internal capacity to establish internal accountability.

Internal accountability means that the group takes personal and collective responsibility

for its performance and naturally reinforces this by an external accountability framework.

Fullan and Quinn (2016) argued that if one wants effective accountability, conditions

must exist that maximize internal accountability, so people are accountable to themselves

and the group. Hargreaves and Shirley (2009) referred to internal accountability as to

when individuals and groups take responsibility for their continuous improvement and

success for all students personally, professionally, and collectively. Internal

accountability occurs when individuals and the group work transparently and hold each

other responsible for the work. Teachers and administrators discuss internal responsibility

as de-privatizing their practices, as everyone knows the work of other teachers or

administrators.

External accountability reinforces internal accountability. Fullan and Quinn

(2016) describe the role of external accountability as that of establishing and promoting

professional standards and practice, ongoing monitoring of the performance of the

system, insisting on reciprocal accountability throughout the system, and adopting and

applying indicators of organizational health throughout the system.

Summary

This chapter focused on the importance of family engagement as an integral component of the school improvement process. The U.S. Department of Education is making progress toward accountability measures by enhancing family engagement practices within schools. Researchers know little about how administrators carry out family engagement practices within schools (Auerbach, 2009). Thus, this chapter looked specifically through the leadership lens at the role of change leadership within a school, specifically Fullan and Quinn's Coherence Framework (2016) when leading school change within the implementation of a schoolwide family engagement initiative. The next chapter will present the research design and methods for the proposed study.

CHAPTER 3: METHODS AND DESIGN

This study is focused on strategies and actions used by an elementary school leadership team to support the implementation of a schoolwide family engagement initiative at Crawford Elementary, a pseudonym used for the purpose of this study. In this chapter, the research design and methodology will be presented, along with a description of the dataset, study population and proposed analytic strategies. A method for determining whether each primary data source will be included in the study will also be highlighted. Finally, strategies to address the credibility and trustworthiness of the study, along with limitations will be outlined.

Research Design and Purpose

Using qualitative content analysis of secondary data, the overarching purpose of this study was to identify actions used by school leaders to support the implementation of a schoolwide family engagement initiative. Specifically, the research questions guiding this study were:

1. *What actions and activities were implemented by the leadership team at Crawford Elementary School during the implementation of a schoolwide family engagement initiative to address gaps in family engagement practices?*

2. *To what extent were the drivers and sub-drivers of the Coherence Framework (Fullan & Quinn, 2016) present in leader actions and activities as part of the schoolwide change initiative?*

The goal of qualitative content analysis is "to provide knowledge and understanding of the phenomenon under study" (Downe-Wamboldt, 1992, p. 314), by focusing on text (verbal, print or electronic form) collected from surveys, interviews,

focus groups, observations, or print media (e.g., books, articles or professional development agendas) (Kondracki & Wellman, 2002). Secondary data sources were reviewed from the perspective of a theoretical framework not applied in the original implementation. This study involved the use of a deductive approach to qualitative content analysis to determine how the implementation data aligned to Fullan and Quinn's (2016) Coherence Framework, specifically, implementation data which aligned to the Coherence Framework drivers: *Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, and Securing Accountability* were analyzed.

Secondary analysis dates back nearly 60 years to Seymour Lipset and Reinhard Bendix (1959) who discussed an opportunity to re-analyze existing data for other purposes. Secondary analysis is said to have its roots in the last century before World War II with survey data. The first national population census was conducted in 1790 and attitudinal surveys provided opportunities for secondary analysis (Glaser, 1963; Smith, 2008). Samuel Stouffer and his team (1949) investigated the lives, relationships, attitudes and adaptations of service personnel in the original study; however, the re-analysis led to theory development on race, class position and social adjustment, as well as an examination of latent data on attitudes (Glaser, 1963; Smith 2008).

While secondary data analysis was discussed in the literature previously, Glass (1976) was one of the first to propose a definition: "the re-analysis of data for the purpose of answering the original research questions with better statistical techniques, or answering new questions with old data" (p.3). Hakim (1982) extended this definition as, "any further analysis of an existing dataset which presents interpretations, conclusions, or

knowledge additional to, or different from, presented in the first report on the inquiry as a whole and its main results" (p.2).

More recent studies have expanded secondary data analysis from the use of quantitative to qualitative data (Bishop, 2014; Bishop & Kuula-Lummi, 2017). Fielding (2000) posits that the most common purpose of qualitative secondary analysis is to gain new insights by reanalyzing data from new perspectives. Although there are advantages to the re-analyzation of data, researchers must evaluate the quality, suitability and sufficiency of data for their reuse (Fielding, 2000).

Secondary analysis has become more popular among educational researchers with the increase in the quantity and accessibility of both quantitative and qualitative data (Burstein, 1978; Hakim, 1982; Heaton, 2004; Vartanian, 2011). For qualitative secondary data analysis, education documents provide a natural, contextual source of information about specific initiatives. Lincoln and Guba (1985) note the analysis of written documents has been an under-used technique in educational research.

Research Context

The research setting was Crawford Elementary with a certified enrollment of 479 students. The student body was comprised of 12% Hispanic, 69% White, and 8% Black students. A total of 75% of the student population qualified for free or reduced price lunch. There were a total of 55 staff members at the school (see Table 3.1), which included 48 teaching staff. Classroom teachers included Kindergarten through 4th grade, with four sections of each grade level. The school leadership structure consisted of eight members: one school principal, three classroom teachers selected by the building principal, who was also a member of the school leadership team, and School

Improvement Director, one Title I teacher, two instructional coaches, and one Special

Education teacher. The family engagement team consisted of two classroom teachers, one

instructional coach, one school counselor, one student support staff, one principal, a

member of the school leadership team, and two parents selected by the same leadership

team principal. There was one home-school liaison within the school. In this study, the

researcher is the principal and selected the participants in the school leadership and

family engagement teams and is a member of the school leadership team.

Table 3.1

Primary Case School Demographics

Role	N
Classroom Teachers	20
Title I Teachers	7
Special Education Teachers	3
Paraprofessional	10
Student Support Staff	4
Instructional Coaches	2
School Counselor	1
Principal	1
Family Engagement Team	8
Home-School Liaison	1

Crawford Elementary began implementing a schoolwide family engagement

initiative during the 2017-2018 school year. The Director of Education Services at the

Springville Community School District was approached by the Senior Vice President of

Learning Supports and Family and Community Engagement (FACE) at Scholastic about

participating in the School Superintendent's Association, AASA/FACE Fellows program,

a year-long opportunity to examine and improve the district's efforts to engage families

in ways that support student learning. The FACE Fellows program consisted of a network

of two to three educators from nine school districts across the nation who met online

monthly to discuss problems of practice related to family engagement and student learning. The Crawford Elementary Principal, a member of the school leadership team, and the District Director of Education Services were designated FACE Fellows for the Springville Community School District. The purpose of the FACE Fellows program was to provide a venue for collaborative learning experiences that could influence family engagement policy and practice and inform education leaders in building, implementing and continuously improving their family engagement practices. No incentives were provided to the district or school to participate in the FACE Fellows program and no fees were administered to the district for participating. As an initial step in the process, the Scholastic FACE team came to Springville Community School District to conduct a Scholastic Family Engagement Assessment at Crawford Elementary, Springville Middle School, and the Springville Senior High School (see Appendix A).

Each month, during implementation, the FACE Fellows engaged in virtual online discussions related to family engagement with school district leaders from across the country. They also participated in family engagement learning at the Scholastic Comprehensive Literacy Summit in the summer of 2017 as well as the Karen Mapp FACE Training at Harvard during the summer of 2017. FACE Fellows were expected to implement family and community engagement initiatives that aligned with key components of the U.S. Department of Education's Dual Capacity Framework (highlighted in Chapter 2). Representatives from Scholastic FACE came to the school district to conduct a Family Engagement Assessment. As part of this process, staff core beliefs regarding FACE were identified, and the structure of the school and district examined to determine what type of partnership existed and ways to improve this

partnership. Four essential elements for effective family-school partnerships (referred to in Chapter 2) were used to guide implementation: relationships between staff and families, a strengths-based lens for partnerships, links to classroom learning, and opportunities for practice and feedback.

Following these training opportunities and the initial assessment, school-based family engagement teams consisting of two classroom teachers, one student support staff, two parents and the principal, who was a member of the school leadership team, were established and invited to attend the three-part Karen Mapp FACE Workshop training. This training focused on increasing the capacity of both staff and families in capabilities, connections, cognition, and confidence. This workshop series was designed to support the development of powerful learning partnerships to enhance student performance and enable systemic school improvement.

Additional professional development opportunities were provided to all staff at Crawford Elementary staff throughout the 2017-2018 school year related to best practices in engaging families. These opportunities were facilitated by the school-based family engagement team. Following these training opportunities, schoolwide and class-wide family engagement practices were embedded into everyday teaching and learning experiences throughout Crawford Elementary. Practices were altered to be linked to learning, to be relational, to be developmental, to be collaborative, and to be interactive (Mapp et al., 2016). Family engagement events were planned to embed these practices throughout the elementary school in a consistent manner.

Each month during building leadership meetings, school leaders reflected on implementation of family engagement practices by brainstorming ideas, developing

action plans, and thoroughly examining next steps. These ideas and new plans were communicated to staff through email, staff meetings, or professional development sessions on a weekly basis. The building leadership team also administered and analyzed several surveys throughout the school year to assist in decision making for future family engagement work. These surveys were developed by the building leadership and family engagement teams, to inform beliefs and perceptions of families and staff regarding family engagement initiative implementation.

According to the Scholastic FACE Division, a successful family engagement initiative is indicated by an increase in the positive responses to the Core Beliefs Survey (CBS) (Mapp 2015). At Crawford Elementary, staff completed the CBS at the beginning, middle, and end of the year. The overall purpose of the CBS was to determine core beliefs regarding family engagement. This was based on the premise that staff must hold a set of positive beliefs about family engagement to effectively engage families in schools (Mapp & Henderson, 2007). The survey used a scale from 1 (strongly disagree) to 4 (strongly agree). The overall success of implementation of the family engagement model was based on an increase in overall school score from the beginning to the end of the school year. Table 3.2 illustrates responses of staff initially and at the end of the implementation of the initiative. As demonstrated, the school made progress in three of the four core belief categories. These core beliefs were addressed earlier in Chapter 2.

The CBS (described earlier) determined to the degree to which each stakeholder agreed with the following statements:

1. All families have dreams for their children and want the best for them,

2. All families have the capacity to support their children's learning,

3. Families and school/program staff should be equal partners, and

4. The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school/program staff, especially school/program leaders.

Table 3.2

Crawford Elementary School Staff Core Beliefs Survey Data

Core Belief	Fall	Spring	Change
Hopes and Dreams	3.56	3.8	0.24
Parents Have Capacity	3.13	3.52	0.39
Equal Partners	3.71	3.87	0.16
School Goes First	3.16	3.15	-0.01

Secondary Data Sources

For this research study, data collected during the implementation of the family engagement initiative from April 2017 to June 2018 (see Table 3.3) were considered for use. Using a rubric developed by Sherif (2018), data was evaluated based on the quality and sufficiency for secondary analysis (see Appendix B). Each set of data were analyzed to determine whether the fully met, partially met, or did not meet each of the following components: fit and relevance of dataset to present research, general quality of dataset, trustworthiness, and timelines.

Table 3.3

Data Sources from Crawford Elementary School

Data Source	Informants	Timeframe	Key Components
Assessments			
Scholastic Family Engagement Assessment-Appendix A	Teachers Parents	April 2017	Goal 1-Welcoming Goal 2-Communication Goal 3-Information Goal 4-Participation
Building Scavenger Hunt- Appendix C	Family engagement team	November 2017	23 statements-Does the statement describe your school-provide proof; Open ended questions of discoveries
Professional Development			
Scholastic FEA Data Review and Team Training	Teachers Parents Administrators Home-School Liaison	August 2017	Agenda Setting the Context Data Walk School FEA Report Review

Table 3.3 (continued)

Karen Mapp Family Engagement Conference	Personal Notes	July 2017	Agenda and notes
Karen Mapp Training Curriculum	Family Engagement Team	October 10, 2017 November 15, 2017 December 19, 2017	Agendas
Communication			
Email correspondence	Staff Families Administration	Throughout the school year	Email documentation
Official letters/bulletins to teachers or family members	Teachers Families	Throughout the school year	Letters
Building Leadership minutes	Building Leadership Team	monthly	Agendas
Building Newsletters		monthly	Newsletters

Table 3.3 (continued)

Electronic Media

Facebook Posts	Posts	daily	Content of Facebook posts
District Website		Throughout the school year	Content on the website

Survey

Family-School Partnership Data Survey-Appendix D	Staff Parents	October 2017	Survey data
Monthly Analysis of Student Work Rubric-Appendix E	Staff	Monthly	Rubrics
Schoolwide Practices for Effective Family-School Partnerships Note Catcher-Appendix F	Staff	August 2017 December 2017 May 2018	Notes from staff regarding current practices related to practices
Beliefs Survey-Family and Staff -Appendix G	Families Staff	April 2017 January 2018 May 2018	Survey data

The data sources are described in more detail below.

The Scholastic Family Engagement Assessment (see Appendix A) addressed how welcome families are in the school and the learning process. Scholastic family engagement specialists administered the assessment by conducting (1) a physical walk-through, (2) a review of printed materials, (3) a review of the school's website, (4) a shopper phone call, (5) a survey of the building administrators, (6) a survey of school staff members, and (7) a survey of families. These data were compiled into a report that provides a 360-degree view of family engagement in the school.

A b*uilding scavenger hunt* (see Appendix C) was conducted by building level family engagement teams. The teams were instructed to find evidence that shows how different statements do or do not describe their school and collect the evidence to illustrate how they decided if each statement did or did not describe the school. Teams walked through the building, investigated the district website, and had conversations among themselves to solidify the data.

Professional development agendas from the Scholastic FEA Data Review and Team Training, the Karen Mapp Family Engagement Conference and the Karen Mapp Training Curriculum provided the content linking FACE to schools and student achievement. These agendas were saved in online folders and printed at the end of the academic year.

Communication referred specifically to email correspondence, official letters/bulletins to teachers or family members, building leadership minutes and building newsletters related to building family and community partnerships. Letters, building leadership minutes and newsletters were saved in corresponding online folders and

printed at the end of the academic year. A keyword search of 'family engagement' was used to search through email correspondence related to the implementation of the schoolwide family engagement initiative. The emails generated through this process were printed at the end of the academic year.

Technology served as a way to communicate with families as well, and these venues will be analyzed further through Facebook communication and the district website. All Facebook communication on the Crawford Facebook page were saved to a Google document and printed at the end of the academic year.

Surveys were conducted throughout the school year to inform implementation planning. The Family-School Partnership Data Survey (see Appendix D) assisted in determining what type of school the staff felt they were and what type of school families felt they were (partnership, open-door, come-if-we-call, or fortress). This survey was created and dispersed through Google Forms. The link was shared by classroom teachers in classroom newsletters, and through classroom Facebook and Class Dojo pages. Families were encouraged to complete the survey in an online format. The Monthly Evidence of Student Work Rubric provided evidence of variety, relevance and alignment as well as showcasing progress when displaying student work throughout the halls of the school. Each month, the building leadership team walked through the school hallways and determined the level of variety, relevance and alignment of the work displayed throughout the school.

The Schoolwide Practices for Effective Family-School Partnerships Note Catcher (see Appendix F) were analyzed by the building leadership team which helped identify what school staff were doing well and what next steps should be related to moving

toward the components of welcoming, communication, information and participation regarding effective family-school partnerships. School staff met in grade level teams to reflect on what has already been implemented and what future work is needed to move forward with family engagement implementation. These data were collected on a Google document shared electronically with all staff and printed at the end of the academic year.

This survey was created as a Google Form and dispersed to families and staff as a link through email, Facebook and classroom communication. Two identical surveys were created with one designed to collect data from families and one designed to collect data from school staff. These data were printed at the end of the academic year.

Access and Data Preparation

As a school leader at Crawford Elementary, the researcher had access to all data for possible inclusion in the study. The researcher who conducted this secondary research was the same individual who collected the original data. During the original data collection and secondary data analysis, it was assumed that the data used for the purpose of informing implementation of the family engagement initiative could be analyzed for the secondary purpose of answering the research questions aligned to this study. Primary data sources aligned to the family engagement implementation were printed. Throughout the data compilation process, the confidentiality of individuals associated with the elementary school was ensured. All personally identifiable information was stripped from individuals' emails, survey data and any other physical evidence documents collected. Upon collection of each primary data source, identifying information for the elementary school and individual staff members was removed from the data by the researcher and pseudonyms, nominal, or interval values were assigned to the various data sources to

protect the staff anonymity (Field, 2009). Data was scanned and stored in a Google folder on a password protected computer. The researcher used Google spreadsheets to organize the data for analysis.

For the process of qualitative secondary analysis, the generation of new knowledge from data from the original study, the process of data collection, and the analytical processes applied to the data should be outlined (Heaton, 1998). Existing datasets should be complete, accurate, and transparent, containing enough detail to explain the decisions made during data collection and analysis (Sherif, 2018). This information will be presented as a framework to explain the procedure for secondary analysis in this research.

Data Set Evaluation

Research Purpose, Context, Population, and Sample Size

The original study sought to inform the school leadership team during the implementation of the school wide family engagement initiative implementation. Specifically, objectives were to (a) implement professional development strategies related to family engagement throughout the elementary school, (b) plan and implement processes and procedures to better engage families, (c) ensure accountability measures were in place to determine levels of implementation, (d) build the capacity of staff and families to support learning both in and out of the school setting, and (e) to alter the core beliefs of the staff and families regarding family engagement. The research context, population, and sample size were presented earlier in this chapter.

The purpose of the research was relevant to the aim of the present study, *What actions and activities were implemented by the leadership team at Crawford Elementary*

School during the implementation of a schoolwide family engagement initiative to address gaps in family engagement practices? and *To what extent were the drivers and sub-drivers of the Coherence Framework (Fullan & Quinn, 2016) present in leader actions and activities as part of the schoolwide change initiative?* These research questions were not initially asked but rose directly from the data and was grounded in the context of the previously conducted study. In an effort to reduce bias, these research questions were formulated broadly enough to allow the researcher to analyze the data from a leadership lens rather than an implementation lens. Agee (2008) purports that within qualitative research, ongoing questioning along with processes of generating and refining questions is critical to the shaping of a qualitative study. The researcher started with a clearly stated overarching question to provide direction for the study design and collection of data. These questions evolved during the inquiry process, specifically during the analysis phase of the study. The researcher found the original question, To what degree did a leadership team use strategies across four drivers (i.e., Focusing Direction, Cultivating Collaborative Cultures, Deeping Learning) outlined in the Coherence Framework (Fullan & Quinn, 2016) to support implementation of a schoolwide family engagement initiative within one elementary school during one academic year?, to be specific to the drivers, however, specific actions and activities of school leaders within the family engagement implementation would not be identified. The question was altered to specifically articulate what the researcher wanted to know about the leader actions and activities.

Completeness and Accuracy of the Data Set

In addressing the question of data completeness and accuracy the researcher had the benefit of collecting the initial data so any gaps in the data could be recovered and investigated further. All original data was collected, printed and compiled into a binder. Each data set was labeled and analyzed using an assessment rubric for analysis of secondary data developed by Sherif (2018). This rubric (see Appendix B) provides a system for analysis of the secondary data as: fit and relevance of dataset to present research, general quality of dataset, trustworthiness of dataset, and timelines of dataset. Following a conversation with Sherif, the researcher analyzed the entire data set comprehensively, which was the initial intent of the rubric. Upon further analysis, the researcher found the data to each of the components within the rubric to be sufficient to answer the research questions. The researcher knew the data, the background of the data, had access to the protocols and was aware of the tracking process of the data collection.

Duration of Data Collection

The researcher used data that was no more than two years old. The original study was completed within two academic years from April 2017 through May 2018. The researcher was a member of the leadership team which collected the initial data at the elementary school throughout the implementation period.

Possibility of Additional Data Collection

The last step in the evaluation of the original qualitative data set was to assure the appropriateness of and/or need to recontact subjects from the original study. Since the researcher had access to all the original data, if additional data was needed, it would be readily accessible. The researcher found in the case of secondary research, there was

sufficient high-quality data collected related to Fullan and Quinn's (2016) Coherence

Framework (see Appendix J). This allowed secondary analysis to be possible without any

additional data collection.

Data Analysis

Initially, the researcher anticipated using only data sources that met all rubric

criteria would be used for secondary content analysis for this research. Upon analysis of

each individual set, it appeared none of the data sources met all rubric criteria. Therefore,

to clarify understanding, the researcher contacted the developer of the secondary data

evaluation rubric. Sherif (2018) had designed the rubric to look at the data set as a whole

and not as individual data sources within the set. The researcher then analyzed the data

set, as a whole, to find that the set then met all the rubric criteria (see Appendix B).

The overall analytic strategy of analysis included directed content analysis (Hsieh

& Shannon, 2005), using *a priori* coding based on the Coherence Framework. For the

purpose of this study, text was limited to the written words contained in a school

initiative implementation data set with the most relevant code being used for analysis.

Two types of data were considered, manifest (Potter & Levine-Donnerstein, 1999) and

latent (Babbie, 2004). Manifest data are those which were easily identified as relating to

leadership as defined in the Coherence Framework. Latent data were those for which the

underlying meaning of the text must be discerned as it relates to the leadership

framework.

Directed content analysis was used in this study to expand on an existing theory to

add further description or as Potter and Levine-Donnerstein (1999) posit, a deductive use

of theory. During this process, initial codes and categories were used to identify narrative

segments that supported emergent codes and categories. This approach is typically more structured than other analysis methods (Hickey & Kipping, 1996), as presented in Table 3.4.

Table 3.4

Steps in Directed Content Analysis

1. Identify key concepts or variables as initial coding categories
2. Operational definitions are determined using the theory
3. Read the text and highlight all text that represents the predetermined categories
4. Code all highlighted passages using the predetermined codes
Any text that could not be categorized with the initial coding scheme would get a 5. new code

A priori coding based on the Coherence Framework model (Fullan & Quinn, 2016) were used. Following this approach and using the Coherence Framework (Fullan & Quinn, 2016) model, the following codes and components were used during the analysis.

Table 3.5

Codes for *A Priori* Coding

Drivers	Sub-drivers	Components
Focusing Direction	Purpose Driven	share moral purpose/imperative; focus
	Goals that Impact	connected; actionable
	Clarity of Strategy	explicit; change climate
	Change Leadership	directional vision; focused innovation; diffusion of next practice; sustained cycles of innovation; balance push and pull strategies; build vertical and lateral capacity

Table 3.5 (continued)

Cultivating Collaborative Cultures	Culture of Growth	grow internal capacity; support learning innovations and action
	Learning Leadership	foster professional capital; leader participates in learning; build collaboration, inquiry and teams of leaders; build collective understanding and engagement
	Capacity Building	collective efficacy; common knowledge and skill base; learning partnerships; sustained focus; cycles of learning
	Collaborative Work	depth of learning; degree of collaborative learning
Deepening Learning	Clarity of Learning Goals	new knowledge to solve real life problems
	Precision in Pedagogy	build common language and knowledge base; identify proven pedagogical practices; build capacity; provide clear causal links to impact
	Shift Practices Through Capacity Building	model being lead learners; shape culture of learning for all; build capacity vertically and horizontally
Securing Accountability	Internal Accountability External Accountability	hold each other accountable authority over individuals or the system

Coherence Framework (Fullan & Quinn, 2016)

Driver Level Analysis Phase

Fullan and Quinn (2016) described the importance of each of the four drivers of the Coherence Framework serving the others simultaneously with leadership activation and connecting the four components. Initially, a comprehensive compilation of data related to the schoolwide family engagement initiative implementation was analyzed to

determine whether the manifest or latent data aligned to the drivers of the Coherence

Framework. These data were evidence of authentic implementation and decision making

of the elementary school leadership team to move the school forward in family

engagement practices in alignment with the Coherence Framework drivers. The

frequency of occurrence within each driver did not provide enough data to inform the

researcher and answer the research questions which are described in further detail in

Chapter 4.

Sub-driver Level Analysis Phase

Further deductive analysis was conducted at the sub-driver level to investigate

leadership action and activity categories within the Coherence Framework sub-drivers

and components of the sub-drivers. In an effort to focus on the leadership activities and

actions, the researcher created categories of activities and actions as shown in Table 3.6.

Each of the sources of evidence were aligned to one of the categories of leadership

activities and actions.

Table 3.6

Categories of Leadership Activities and Actions

Leadership Activities or Actions Categories				
Communication with Staff	Communication with Families	Formal Assessment	Professional Development	Leader Meetings
Emails	Facebook Posts	Belief Survey Family	PD Agendas	BLT agendas
	Newsletters	Engagement Assessment	School Improvement Plan	
			PD Materials	

Table 3.6 (continued)

Evidence of
Learning
Rubric
Staff
Perception
Survey

_____

The sources of evidence were then analyzed to the sub-driver level, using the

components of each sub-driver and definitions of these components to code the

leadership activities or actions. Content analysis provided evidence of specificity of the

leadership actions and activities included in each of the leadership categories.

Trustworthiness

In an effort to ensure the findings of the study were valid, the reliability of the

judgments made in the coding process were determined using an inter-rater reliability

process (Boyatzis, 1998). The primary researcher coded all the data, the categories, and

definitions, and the coding criteria and shared these with a second coder. A secondary

coder helped determine whether categories demonstrated exclusivity and exhaustiveness

(Weber, 1990). The second coder was a female superintendent of a neighboring school

who recently graduated from the University of Florida with an EdD. She recently

conducted her own qualitative analysis within her doctoral program. She used a similar

deductive coding process within her dissertation work.

Driver Level Analysis Phase

For valid inferences to be made from the text, the coding procedures were

consistent. In other words, different people coded the same text in the same way. The

researcher developed and provided a set of recording instructions for the second coder.

These instructions allowed the outside coder to be trained to meet the reliability

requirements (Weber, 1990). The principle investigator created a protocol (See Appendix H) to clarify definitions and rules that operationalize categories and subcategories (Riffe, Lacy, & Fico, 2005). The principle investigator met with the second coder to provide an overview of the drivers and coding process used and trained the secondary coder in using the coding and categorizing protocol. Codes and data were randomly selected for inter-rater coding. Lombard, Snyder-Duch, & Bracken (2004) suggest using around 10% of the total content that will be utilized for the study as a sufficient amount. Results were compared and disagreements were discussed to clarify the coding process used by both. Reliability coefficients were used to assess how much the data deviates from perfect reliability. An agreement score of 92.75% indicated that the coding process was adequate and would provide reliable results (Boyatzis, 1998).

Sub-driver Level Analysis Phase

A similar process for utilizing the secondary coder was used at the sub-driver level of analysis. A protocol (See Appendix I) was created to provide an overview of the categories, sub-drivers, components, and definitions. The principle investigator met with the secondary coder again to provide an overview and train on the coding process at the sub-driver level analysis phase. An agreement score of 91.25% indicated the coding process was adequate and would provide reliable results.

<div align="center">

Role of the Researcher

</div>

It is important for the researcher to disclose her stance to honor transparency regarding her role as the researcher. The researcher was a member of the leadership team for this study and involved in the implementation of the family engagement initiative. She acknowledges that she does have bias and history with the data. She planned to

minimize the bias through the use of a secondary coder to increase the validity and reliability of the study. Although the data were originally collected and secondary analyzed by the author of this study, several strategies were employed to avoid incorporating personal perspectives into any aspects of the study. Strategies included 1) during the original data collection, the data was collected to inform implementation and not to answer the research questions within this study; 2) deductive coding was aligned only to the Coherence drivers and sub-drivers; and 3) components of the sub-drivers were explicitly defined to provide clarity and consistency in the coding process.

Summary

This study sought to answer the research questions, "*What actions and activities were implemented by the leadership team at Crawford Elementary School during the implementation of a schoolwide family engagement initiative to address gaps in family engagement practices?* and *To what extent were the drivers and sub-drivers of the Coherence Framework (Fullan & Quinn, 2016) present in leaders actions and activities as part of the schoolwide change initiative?* This chapter provided information on the overall research design of the study. This study used secondary data that included survey data, professional development materials, and communication through written or technological forms to answer the primary research question.

CHAPTER 4: DRIVER LEVEL FINDINGS

Using qualitative analysis of secondary data, this study was designed to investigate the research questions *What were the specific actions and activities that were implemented by a school leadership team to address a gap in family engagement practices as identified by a Family Engagement Assessment as part of the implementation of a schoolwide family engagement initiative?* and *How do the recommendations via the drivers of the Coherence Framework provide a structure by which the purposive actions of the school leadership team be derived?*In this chapter, findings will be presented based on a driver level analysis using deductive content analysis upon four drivers of the Coherence Framework (Fullan & Quinn, 2016).

Driver Level Deductive Content Analysis

Initially all the sources of evidence were examined for indication of the Coherence Drivers. After this initial analysis, leadership activities and actions categories emerged to better organize the sources of evidence.   Figure 4.1 illustrates this hierarchy of analysis.

```
┌─────────────────────────────────────────────────────────────────────────┐
│                          Coherence Drivers                                │
│                                                                           │
│  Focusing Direction, Cultivating Collaborative Cultures, Deepening        │
│  Learning, Securing Accountability                                        │
└─────────────────────────────────────────────────────────────────────────┘

                                    ⬇

                  ┌─────────────────────────────────┐
                  │       Sources of Evidence        │
                  └─────────────────────────────────┘

┌──────────────────────────────────┐   ┌──────────────────────────────────┐
│   Communication with Staff         │   │   Communication with Families      │
│          Emails                    │   │   Facebook Posts, Newsletters      │
└──────────────────────────────────┘   └──────────────────────────────────┘

┌──────────────────────────────────┐   ┌──────────────────────────────────┐
│       Formal Assessment            │   │    Professional Development         │
│  Beliefs Survey Family, Engagement │   │  PD Agendas, School Improvement     │
│  Assessment, Evidence of Learning  │   │  Plan, PD Materials                 │
│  Rubric, Staff Perception Survey   │   └──────────────────────────────────┘
└──────────────────────────────────┘
                                        ┌──────────────────────────────────┐
                                        │       Leader Meetings               │
                                        │          BLT Agendas                │
                                        └──────────────────────────────────┘
                                    ⬇

          ┌─────────────────────────────────────────────────────┐
          │    Leadership Activities or Actions Categories        │
          │                                                       │
          │  Communication with Staff, Communication with         │
          │  Families, Formal Assessment, Professional            │
          │  Development, Leader Meetings                          │
          └─────────────────────────────────────────────────────┘
```

Figure 4.1 Hierarchy of Analysis

     A total of 519 leadership activities or actions were identified as supporting the implementation of a family engagement intiative within the school over one academic year. Within these leadership activities or actions, five categories emerged (Table 4.1): Communication with Staff, Communication with Families, Formal Assessment, Professional Development, and Leader Meetings.

Table 4.1

Alignment of Sources of Evidence to Leadership Activities or Actions Categories

| Leadership Activities or Actions Categories | | | | |
Communication with Staff	Communication with Families	Formal Assessment	Professional Development	Leader Meetings
Emails	Facebook Posts	Belief Survey Family	PD Agendas	BLT agendas
	Newsletters	Engagement Assessment	School Improvement Plan	
		Evidence of Learning Rubric	PD Materials	
		Staff Perception Survey		

When examined across the four drivers of the Coherence Framework (Fullan & Quinn, 2016), actions and activities were most prevalent for the driver *Focusing Direction* (N = 159; 30.64%) and least prevalent for the driver *Securing Accountability* (N = 95; 18.3%; see Table 4.2).

Table 4.2

Summary of Family Engagement Sources of Evidence Categories Aligned to Coherence Drivers

| | Drivers | | | | | | | |
| | Focusing Direction | | Cultivating Collaborative Cultures | | Deepening Learning | | Securing Accountability | |
Leadership Action or Activity Categories	N	%	N	%	N	%	N	%
Communication with Staff	10	1.93%	11	2.12%	8	1.54%	6	1.16%

Table 4.2 (continued)

	N	%	N	%	N	%	N	%
Communication with Families	70	13.49%	113	21.77%	55	10.6%	16	3.83%
Formal Assessment	43	8.29%	--	--	26	5.01%	21	4.05%
Professional Development	19	3.66%	8	1.54%	29	5.59%	35	6.74%
Leader Meetings	17	3.28%	11	2.12%	4	.77%	17	3.28%
Total	**159**	**30.64%**	**143**	**27.55%**	**122**	**23.51%**	**95**	**18.3%**

Focusing Direction

Within the driver *Focusing Direction*, leaders most often implemented activities or actions in the category of Communication with Families (N = 70; 13.49%, see Table 4.3).

Table 4.3

Summary of Leadership Activities and Actions for Driver Focusing Direction

Leadership Action or Activity Category and Sources of Evidence	N	% within Drivers	% within Focusing Direction
Communication with Families	**70**	**13.49%**	
Facebook Posts	36		51.43%
Newsletters	31		44.29%
Letters & Flyers	3		4.29%
Formal Assessment	**43**	**8.29%**	
Belief Survey	1		2.33%
Engagement Assessment	42		97.67%
Evidence of Learning Rubric	--		--
Staff Perception Survey	--		--
Professional Development	**19**	**3.66%**	
PD Agendas	10		52.63%
School Improvement Plan	9		47.37%
PD Materials	--		--
Communication with Staff	**10**	**1.93%**	
Emails	10		100%
Leader Meetings	**17**	**3.28%**	
BLT Agendas	17		100%

Communication actions and activities included Facebook communication (N = 36; 51.43%), newsletters (N = 31; 44.29%), letters and flyers (N = 3; 4.29%) targeted to families and designed to link content to learning while building partnerships with families. Sources of evidence that indicated affirmation (manifest or latent) for being purpose driven, goals that impact, clarifying strategy or Change Leadership were coded as *Focusing Direction.*

The leadership team also demonstrated *Focusing Direction* of family engagement activities by using Facebook (Figure 4.2) to clarify the strategy necessary to build the capacity of families to enhance learning opportunities for students. In this post, building leaders provided a specific example of video modeling to strategically support families in extending learning outside of the school which impacted the goals the leadership team had for academic improvement.

Figure 4.2 Facebook Post for Extending Learning

For example, the school Principal, a member of the school leadership team, designed a letter (Figure 4.3) to invite families to a school event. The focus of this invitation was on building strong relationships between parent/teacher teams and the extension of learning to the home, the purpose behind the family engagement initiative.

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January 22, 2018

Dear ████ Family –

Relationships are the building blocks of effective home-school partnerships. Strong relationships build trust and respect between school and homes. When families feel welcome and believe school staff care about their kids' success, powerful partnerships can form.

The ████ Community School District is committed to building strong relationships with our families. To help facilitate this, your child's teacher is participating in a family engagement pilot program. Through this program, a family engagement event for your child's classroom will take the place of traditional parent teacher conferences in February. Anyone wanting individual feedback on his or her student will still be able to request a traditional conference in addition to the family engagement event.

During this event, Parent Teacher Teams will begin to be established. Parent Teacher Teams is a model of family engagement that promotes the idea that schools can thrive when families and teachers work together to maximize student learning in and out of school. Sometimes families who want to help their children succeed academically are not sure what to do to help them. We believe we can help families develop the skills needed to support their children in and out of school. Our teachers can help families build capacity, develop understanding of children's grade-level goals and learn how to help the students meet or exceed them.

Skill building for families during the family engagement events will center on reading and math. Families will learn where their child is in regards to grade level expectations, as well as tips, strategies and games to help their child improve his/her skills. You will have an opportunity to practice and receive feedback on the skills taught during the event. The first family engagement event will take place **Tuesday, February 6, from 6:00 to 7:30 at** ████ **in your child's classroom.**

In addition to learning strategies to use at home with your child this event will provide an opportunity for you to build a stronger connection with your child's teacher as well as parents/families of your child's classmates. It is our hope that the peer-to-peer networks built during the family engagement events will also offer our families support from each other.

Our goal through the family engagement events is to help all our families grow in their ability to support their child's academic success. Mark your calendar to attend the family engagement event. We look forward to seeing you on Tuesday, February 6. If you have questions please contact the school at (515) 574-5882. Thanks!

Sincerely,

Steph Anderson

████ Elementary Principal

Figure 4.3 Letter to Families

Focusing Direction was also evident through an invitation (Figure 4.4) where a connection was made to families of linking learning through a showcase of learning where students highlight the learning happening within the classroom.

Figure 4.4 Showcase of Student Learning Invitation

In addition to Communication to Families, evidence of *Focusing Direction* was also seen within the category of Formal Assessment (N = 43; 8.29%). For example, within the assessment report (Figure 4.5) compiled by a team from Scholastic after conducting a Family Engagement Assessment within the facility, commendations and

recommendations were aligned to the purpose of enhancing family engagement practices within the school.
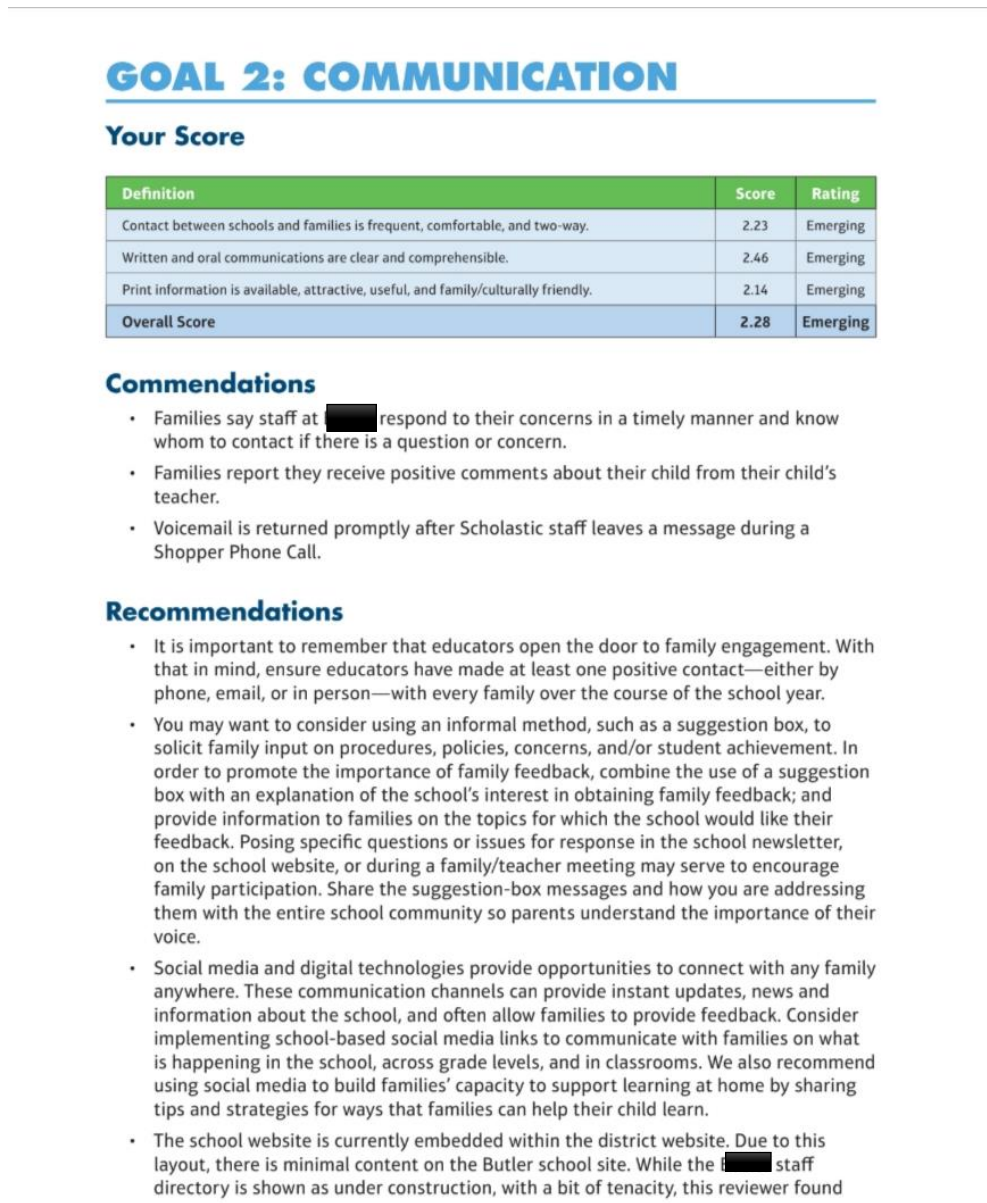
Figure 4.5 Family Engagement Assessment Excerpt

Focusing Direction was evident within the category of Professional Development (N = 19; 3.66%) by ensuring goals were established that impacted the family engagement implementation. As demonstrated in Figure 4.6, professional development activities for staff focused on developing an understanding of building relationships with families

through a strengths-based lens, which aligned to the goals that impacted the family

engagement initiative. In this particular activity, staff was shown the picture and asked to

tell a story about the picture. After the stories were shared, the narrative about the picture

was shared, and staff identified the strengths of this family from this narrative.

Both parents work full time and can rarely attend school events. The kids attend after school study club until the their parents can pick them up and take them to their activities practice. The son is currently in cub scouts, soccer, and baseball has something going on each night of the week. The daughter is in dance, gymnastics, and volleyball and has something three nights of the week. Dinner "as a family" is usually fast food or not cooked until 7pm or later. Most nights they eat in front of the tv before heading straight to bed. This picture was taken during one of their monthly family dinners at Grandma's house. Dad takes prescription pills and Mom drinks a bottle of wine every night to ease the chaos of their lives. The last time they read as a family was when the volume went out on their tv and they had to turn on the subtitles.

Have a working vehicle to get them to school, clothes, toys to play with, clean,

Figure 4.6 Professional Development: Strengths-based Lens

The professional development agenda (Figure 4.7) highlights how the leadership

team linked activities and learning to the core beliefs related to family engagement,

another example of *Focusing Direction* within professional development.

Figure 4.7 Professional Development Agenda

Agendas and notes from the building leadership team meetings (N = 17; 3.28%)

also aligned to *Focusing Direction*. Each monthly agenda included a table (Figure 4.8)

with short- and long-term family engagement plans developed by the entire staff during a

professional development opportunity at the beginning of the school year. During each

meeting, the team reviewed these goals and highlighted items completed and made plans

to continue to work toward the others. This work closely aligned to *Focus Direction* as it

provided a clarity of strategy.

- Review Family Engagement Ideas from Scholastic PD; Assessment document if you want to refer to this

Short Term	Long Term
Staff photos on website-Jen Lane	Video resource library-Jenny (shared drive); Beth (love and logic)
Posting to social media-Title and Specials teachers contribute	Parent committee
Displays in the building-checklists for posting/displaying student work	Open up classrooms-Instructional coaches-video (QR codes for Instruction-Virtual Folders)-Open up for parents; Virtual Pineapple Chart
Suggestion Box-1st Graders (done)	Conferences/parent nights-Amy, Jenny, Rachel
Inviting parents into school	Access of educational opportunities for all families (not just those who come in)
Parent liaison (Shayna and Shelia Video about resources)	Adding essential skills to the Butler FB page and "a way to practice this at home would be…"
Shelia to reach out to families to share who aren't connected	
Send home paper copies of Butler Builders schedule with motivators to come-possibly recruit at conferences/personal contact/sign up for 18-19; list from teachers of potential	

Figure 4.8 Short and Long Term Goals

The category of Communication with Staff through email (N = 10; 1.93%) aligned to *Focusing Direction* through providing purpose driven communication and clarity of strategy within that communication. For example, an email from the building Principal, a member of the school leadership team, (Figure 4.9) reminded the family engagement team members of their role in planning and implementing a family literacy experience at different grade levels. This help provide clarity of the strategy to staff.

March 28 ███████ Student Showcase of Success
8 messages

Hey, team █████ As part of our family engagement training, we redesigned a family event on paper. We plan to make this plan a reality on March 28. We will enlist all staff in a family literacy experience (formally known as Title one literacy day-October 31, 2017). To ensure we are aligning to the Karen Mapp family engagement framework, this video will provide a very brief PD for you of our work, learning and planning.

Family engagement team members will have guide the planning process with you prior to this date. And those of you that are piloting the new conference plan, these members will facilitate the planning through the whole 3 family session events. (February 6 at 6PM, March 28 at 1PM, May 8 at 6 PM)
K-Steph (all 3 sessions)
1st-Jenn and Shayna (all 3 sessions)
2nd-Tabitha
3rd-Branwyn (all 3 sessions)
4th-Emily, LaTeesha and Airicka
These facilitators will be reaching out to your shortly after Winter break to facilitate this process and work on some planning dates. We will be using the attached planning protocol to help guide our planning and decision making. Let me know if you have questions.

Thanks,
Steph

--
Steph Anderson
Elementary Principal
███████████████████████ ct

Figure 4.9 Email Providing Clarity

Cultivating Collaborative Cultures

The next most prevalent driver was *Cultivating Collaborative Cultures.* This driver was evident within the category Communication with Families (N = 113; 21.77%, see Table 4.4).

Table 4.4

Summary of Leadership Activities and Actions for Driver Cultivating Collaborative Cultures

Leadership Action or Activity Category and Sources of Evidence	N	% within Drivers	% within Cultivating Collaborative Cultures
Communication with Families	**113**	**21.77%**	
Facebook Posts	90		79.65%

65

Table 4.4 (continued)

Newsletters	19		16.81%
Letters & Flyers	4		3.54%
Formal Assessment	**--**	**--**	
Belief Survey	--		--
Engagement Assessment	--		--
Evidence of Learning Rubric	--		--
Staff Perception Survey	--		--
Professional Development	**8**	**1.54%**	
PD Agendas	5		62.5%
School Improvement Plan	3		37.5%
PD Materials	--		--
Communication with Staff	**11**	**2.12%**	
Emails	11		100%
Leader Meetings	**11**	**2.12%**	
BLT Agendas	11		100%

Communication actions and activities included Facebook communication (N =

90; 79.65%) newsletters (N = 19; 16.81%), and letters and flyers (N = 4; 3.54%).

Evidence (manifest or latent) of activities to support this driver focused on building a

culture of growth while also building the capacity of families through collaborative work.

Consistent Facebook communication aligns to building the capacity of families in

supporting their children's growth and development outside of school. One example is a

Facebook post (Figure 4.10) that was used several times a month to collaboratively build

the capacity of families to support social-emotional learning when away from school

through the Super Reader context.

Figure 4.10 Super Reader Facebook Post

Letters were sent to families to provide opportunities to build their capacity

through collaborative work on a regular basis. A letter was sent to invite families (Figure

4.11) to use meal time to enhance communication skills with children. This letter invites

families to school for support in making this happen.

School Lunch

Dear ███ Parents/Guardians,
Busy schedules of both parents and children make it harder for families to have an opportunity to eat together at the table. Research suggests that having a meal together provides the opportunity for conversation. This helps parents/guardians teach healthy communication skills without distractions. *When engaging your child in conversation, you teach them how to listen, and provide them with a chance to express their opinions. Conversations at the table also expand the vocabulary and reading ability of children. This time to converse allow family members to discuss various topics that include important events in the child's day as well as other family members.* We are happy to provide this opportunity during your child's lunch time this school year.

Please choose a day throughout this year when you can come and enjoy a meal and some conversation with your child at school. We just ask that you please call the office at **574-5882,** and let them know you will be coming for lunch so that we can have a lunch ready for you. We will have some questions to prompt the conversations you will have with your child. We are also collecting data to determine if providing this opportunity on a regular basis throughout the year is valuable for you and your child. Your feedback is important to us, as this is an opportunity we would like to offer to other families in our other elementary buildings. The cost for an adult lunch is $3.55. If this is a financial burden to you, please let me know as assistance is available.

Thank-you so much, and if you have any questions please contact me! Thank-you again for sharing your most precious gift (your child) with us!!

████████

Bridges Case Manager

Figure 4.11 Invitation to Meals

The following is an invitation (Figure 4.12) where families are invited to learn strategies to support literacy, a collaborative approach to instruction.

Figure 4.12 Invitation to Learn

Cultivating Collaborative Cultures was also evident within the category

Communication with Staff through email (N = 11; 2.12%). An email that was sent

(Figure 4.13) from a member of the school leadership team demonstrating collaborative

work through the use of Google Documents to support planning for family engagement

events throughout the building.

Hi team!!

I turned that planning document into a google doc so we can have it digitally. This will help us share our plans, and also keep a good record for years to come!

Here is the folder:

https://drive.google.com/drive/folders/1g3dS4Jdm9iXH4zPgG-bE54KrrhPFu9Na?usp=sharing

Each grade level has a document, and then there is a blank copy for events in the future.
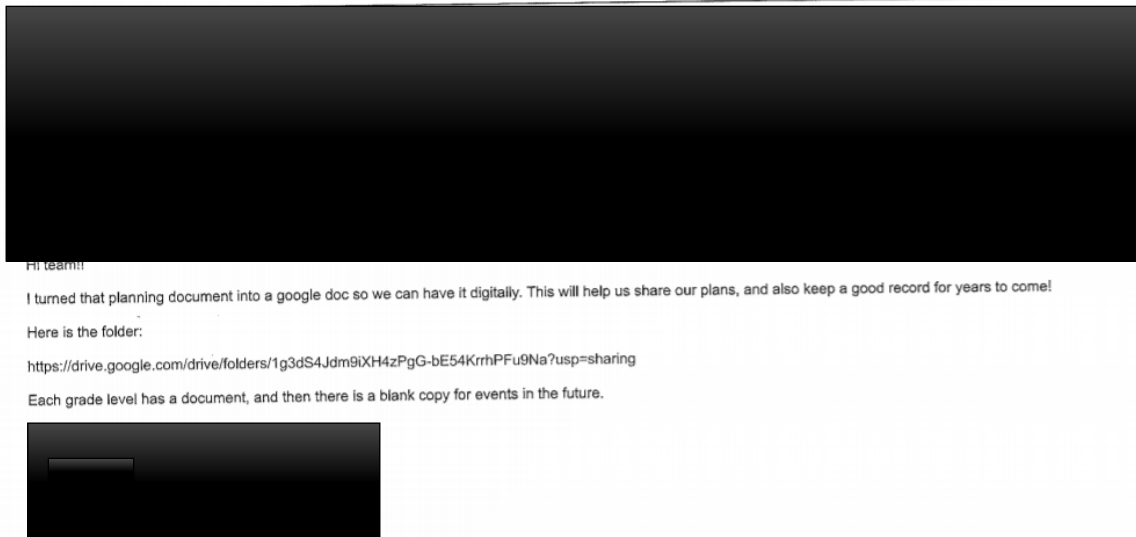
Figure 4.13 Email for Collaboration

Building leadership team meeting agendas also indicated evidence of *Cultivating Collaborative Cultures* (N = 11; 2.12%). Each month when the building leadership team conducted hallway walk throughs to evaluate the work hanging in the halls, these data were shared with all staff for transparency and supported the development of a culture of growth. A rubric (Figure 4.14) was completed within the early months of the school year along with a rubric completed later in the school year, indicating growth.

EVIDENCE OF LEARNING RUBRIC

SCHOOL: [redacted]   ASSESSMENT DATE: 10-2-17

Variety

	Evidence of Learning display/board is changed monthly
☐ Not Yet	There is no change from previous month's display. (0 teachers display new evidence of learning)
☑ Making Progress	There is minimal change from last month. (1-7 teachers display new evidence of student learning)
☐ Almost There	Many teachers display new evidence of student learning (8-14 teachers)
☐ Nailed It!	Majority of teachers display new evidence of student learning. (15 or more teachers)

Relevance and Alignment

	Evidence of Learning display is closely connected to current curricular unit and grade level standards
☐ Not Yet	• Evidence of Learning displays are not relevant to curriculum or grade level standards • Standards/performance measure not indicated on display (0 teachers)
☑ Making Progress	• Some displays of learning are relevant to curriculum and grade level standards • Some displays indicate standards and performance measure (1-7 teachers)
☐ Almost There	• Many displays of learning are relevant to curriculum and grade level standards • Many displays indicate standards and performance measure (8-14 teachers)
☐ Nailed It!	• Majority of the displays of learning are relevant to curriculum and grade level standards • Most displays indicate standards and performance measure (15 or more teachers)

Showcasing Progress

	Evidence of Learning displays showcase student progress and a variety of examples of progress towards mastery
☐ Not Yet	• Evidence of Learning displays do not showcase student progress • Evidence of Learning displays do not showcase developmental path to mastery (0 teachers)
☑ Making Progress	• Some displays of learning showcase student progress • Some displays showcase developmental path to mastery (1-7 teachers)
☐ Almost There	• Many displays of learning showcase student progress • Many displays showcase developmental path to mastery (8-14 teachers)
☐ Nailed It!	• Majority of the displays of learning showcase student progress • Majority of the displays showcase developmental path to mastery (15 or more teachers)

Math → 3 Act What was the question?
Indicate drafts of writing (Levels/Rubrics)

EVIDENCE OF LEARNING RUBRIC

SCHOOL: [redacted]   ASSESSMENT DATE: 3-5-18

Variety

	Evidence of Learning display/board is changed monthly
☐ Not Yet	There is no change from previous month's display. (0 teachers display new evidence of learning)
☐ Making Progress	There is minimal change from last month. (1-7 teachers display new evidence of student learning)
☐ Almost There	Many teachers display new evidence of student learning (8-14 teachers)
☒ Nailed It!	Majority of teachers display new evidence of student learning. (15 or more teachers)

Relevance and Alignment

	Evidence of Learning display is closely connected to current curricular unit and grade level standards
☐ Not Yet	• Evidence of Learning displays are not relevant to curriculum or grade level standards • Standards/performance measure not indicated on display (0 teachers)
☐ Making Progress	• Some displays of learning are relevant to curriculum and grade level standards • Some displays indicate standards and performance measure (1-7 teachers)
☒ Almost There	• Many displays of learning are relevant to curriculum and grade level standards • Many displays indicate standards and performance measure (8-14 teachers)
☐ Nailed It!	• Majority of the displays of learning are relevant to curriculum and grade level standards • Most displays indicate standards and performance measure (15 or more teachers)

Showcasing Progress

	Evidence of Learning displays showcase student progress and a variety of examples of progress towards mastery
☐ Not Yet	• Evidence of Learning displays do not showcase student progress • Evidence of Learning displays do not showcase developmental path to mastery (0 teachers)
☒ Making Progress	• Some displays of learning showcase student progress • Some displays showcase developmental path to mastery (1-7 teachers)
☐ Almost There	• Many displays of learning showcase student progress • Many displays showcase developmental path to mastery (8-14 teachers)
☐ Nailed It!	• Majority of the displays of learning showcase student progress • Majority of the displays showcase developmental path to mastery (15 or more teachers)

Figure 4.14 Culture of Growth through Rubric Data

The category Professional Development activities also aligned to *Cultivating Collaborative Cultures* (N = 8; 1.54%). Staff engaged in professional development to investigate evidence within the school to determine if certain statements related to partnership schools were apparent in this school. This scavenger hunt (Figure 4.15) was

completed collaboratively with members of the family engagement team, including teachers, parents and building administrators. This component of professional development highlighted both collaborative work and a culture of growth.

Scavenger Hunt

Directions: Read through the statements on this list and then conduct a scavenger hunt through your building to find evidence that shows how the statement does or does not describe your school. Collect evidence that you will bring to the next workshop to illustrate how you decided if each statement describes your school or not. Use the reflection questions at the end of this document to summarize what you discover during your scavenger hunt.

Statement	Does the statement describe your school?	What is your proof?
1. Friendly signs inside and out welcome families and visitors and explain how to get around the building.	☐ Yes ☒ No	- Welcome signs - more map - which door signage
2. Front office staff are friendly—recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.	☒ Yes ☐ No	- signage - visitor tags
3. There is a comfortable family resource or community schoolroom stocked with books, games, and educational information that families can borrow and where parents can meet.	☒ Yes ☐ No	• what is the expectation - add computer - donations
4. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it meets.	☒ Yes ☐ No	• add benchmark to data wall • add at grade level student work • in classrooms as well • parent nights
5. All programs and activities for families focus on student achievement—they help families understand what their children are learning and promote high standards.	☐ Yes ☒ No	
6. Special workshops, learning kits, and other activities show families how to help their children at home—and respond to what families say they want to know.	☐ Yes ☒ No	
7. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.	☐ Yes ☒ No	• Newsletter - one way

Adapted from *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies. Copyright © 2007 by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies. Reproduced by permission of The New Press. All rights reserved.

Figure 4.15 Scavenger Hunt

Deepening Learning

Leadership actions and activities associated with the category Communication with Families continued to rise to the top of the *Deepening Learning* driver (N = 55; 10.6%, see Table 4.5).

Table 4.5

Summary of Leadership Activities and Actions for Driver Deepening Learning

Leadership Action or Activity Category and Sources of Evidence	N	% within Drivers	% within Deepening Learning
Communication with Families	**55**	**10.6%**	
Facebook Posts	4		7.27%
Newsletters	51		92.73%
Letters & Flyers	--		--
Formal Assessment	**26**	**5.01%**	
Belief Survey	--		--
Engagement Assessment	25		96.15%
Evidence of Learning Rubric	--		--
Staff Perception Survey	1		3.85%
Professional Development	**29**	**5.59%**	
PD Agendas	6		20.69%
School Improvement Plan	--		--
PD Materials	23		79.31%
Communication with Staff	**8**	**1.54%**	
Emails	8		100%
Leader Meetings	**4**	**.77%**	
BLT Agendas	4		100%

Sources of evidence that indicated affirmation (manifest or latent) for *Deepening Learning* provided Clarity of Learning Goals, Precision in Pedagogy and shifted practices through Capacity Building. Communication actions related to *Deepening Learning* were most apparent within newsletters ($N = 31$; 5.98%). One monthly newsletter (Figure 4.16) describes how building leaders highlighted the instructional content of each grade level within the school to inform and educate families on what learning is occurring within and across grade levels.

KDG

We are working on a fact fluency within 5 and using a tens frame with our addition and subtraction problems. We have introduced place value with teen numbers and the strategy of counting on to help us problem solve. We are currently working on reading at grade level and writing sight words correctly. You can download the Lexia app and your child may work on that at home independently. Family Learning Day is set for Friday, March 9th at 2:15 PM. We will be giving you some ideas for games and sight word activities to play with your child. Then you will have some time to try them out. We will also have munchies available if you would like to bring a small snack size bag to dump. Younger siblings are welcome.

1st

1st graders are studying the sky during reading and labs by reading books, writing, researching, painting, exploring, and imagining. A storyboard helps the students retell the stories they read and listen to. The storyboard consists of characters, setting, beginning, middle, and end. Challenge your child to read a story and then retell with a storyboard at home.

2nd

We are still exploring dinosaurs! Students have learned about the process of fossilization, the tools a Paleontologist uses, and types of dinosaurs. We have been challenging ourselves to write paragraphs using a topic sentence, details, and a concluding sentence. We have been exploring fossil digs, dinosaur drawings, and model clay dinosaurs in our labs. 2nd graders have been working to learn more about solving math problems using different strategies. We have learned to decompose numbers to hlep make a friendly number. We continue to work on addition, subtraction, and repeated addition. We will be taking an assessment in the middle of March instead of the Iowa Assessments this year.

3rd

Report Cards will be sent home this month. Iowa Assessments are the 14th-21st. Be watching for a letter to be mailed out regarding the importance, how to motivate, and prepare our students! Our next 3rd grade parent night will be March 28! The focus will be on math. Our math curriculum and standards have changed quite a bit over the last few years. Our focus is on number sense to build fluency, NOT memorization. We will have great discussions and lots of learning! We continue to work on writing in our language arts curriculum. Our focus is a pourquoi story ("pourquoi" means "why" in French), also known as an origin story, pourquoi tale or an etiological tale, is a fictional narrative that explains why something is the way it is. For example, why a snake has no legs or why a tiger has stripes. We are using pronouns, adjectives, and getting detail into our narrative stories!

4th

In math, we have moved on to fractions. In Animal Defenses Module, we have moved to working in expert groups to study a specific animal in preparation to write informational papers. Iowa Assessments are coming up this month, the 14th - the 21st. Report cards go home the 14th. If you haven't send in a baby picture for the fourth grade graduation video, please do so as soon as possible!

Figure 4.16 Building Newsletter

Deepening Learning was also evident within the category Professional Development (N = 29; 5.59%). New learning for staff was planned with the five process conditions (building relationships, working in groups, leveraging strengths, supporting learning, and practice and feedback) always at the forefront of planning. Materials highlighted these conditions to create Precision in Pedagogy (Figure 4.17).

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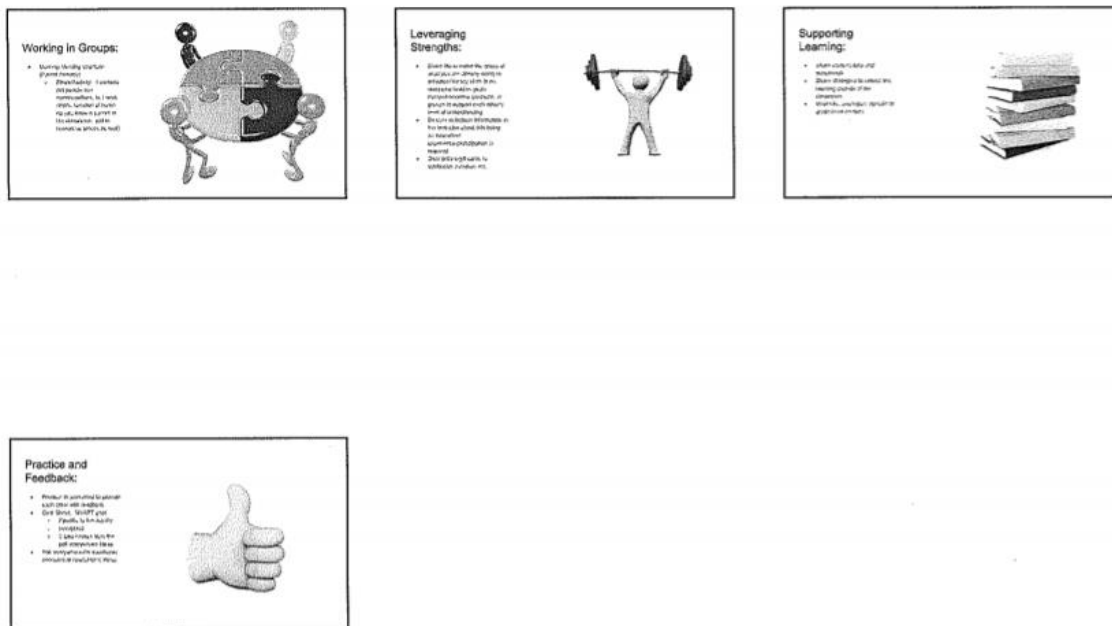
Figure 4.17 Process Conditions

The formal Family Engagement Assessment also led to evidence of *Deepening*

Learning (N = 26; 5.01%). For instance a component of this assessment was information

regarding the parent liaison. A rating scale along with the recommendations (Figure

4.18) to enhance family engagement through the parent liaison was helpful. This

information provided Clarity of Learning Goals as well as a shift in practices through

Capacity Building.

PL GOAL 2: LINKED TO LEARNING

Your Score

Definition	Score	Rating
The parent liaison is trained to inform families about academic standards, accountability, and state/federal legislation.	2.00	Emerging
The parent liaison is supported in developing programs and materials to involve parents with their child's academic achievement.	1.79	Low
Overall Score	**1.89**	**Low**

Recommendations

- The majority of educators responded that they do not collaborate with the parent liaison on ways for families to support learning at home. Encourage collaboration opportunities between educators and the parent liaison by communicating the importance and purpose of the parent liaison position and provide examples of ways in which collaboration can occur to increase student achievement. Some examples include co-creating and co-facilitating a workshop or training, conducting parent/teacher conferences together, and scheduling a home visit together. We recommend that the parent liaison spend time observing in classrooms and that teachers observe the work of the liaison. This helps to establish mutual respect and value for each position.

- In order for the parent liaison to be an effective parent coach, they should be provided with ongoing training, like educators, on interpreting data and understanding state and federal legislation, standards, and school/district assessments. Ensure the parent liaison is included in team meetings, staff meetings, school-site professional development, and district-wide professional development. Encourage the liaison to build time in his or her schedule for classroom observations to better understand the curriculum, instructional methods, and to make connections with students and teachers.

- Be mindful of how, when, and where the parent liaison position is used. To be most effective, the liaison should spend most of his or her time building the capacity of families to support their child's learning. The parent liaison has the same goal as a classroom teacher: increase student achievement. The only difference is the path to achieve the goal. Conduct a time study to review how the liaison spends his or her time and to assess the level of impact. Low-impact tasks include office coverage and clerical duties. High-impact duties include home visits and classroom observations.

Figure 4.18 Parent Liaison

Deepening Learning through the category Communication with Staff occurred through email (N = 8; 1.54%). School leadership team members shared examples (Figure 4.19) of Facebook communication that teachers posted to their classroom Facebook pages which showed evidence of building the capacity of families by linking to learning. Not only does this form of communication clarify goals for family engagement but it also creates Precision in Pedagogy.

Family Engagement
1 message

I wanted to provide some examples from ████████████ Facebook pages to help give you some ideas of linking your posts to learning. These ideas are based on the training from August with Scholastic. Sometimes seeing these ideas in action make more sense:

-Need to build the capacity of families to support their child's learning (at-home tips). Mrs. Becker gives ideas of how to extend the learning to home with questions that parents might ask their kids.

Figure 4.19 Deepening Learning Email

Very little leadership action was aligned to *Deepening Learning* within building leadership meetings (N = 4; .77%). However, this team did look at core belief survey data throughout the year to determine if growth was being made in this area. These data were presented, analyzed and used to plan professional development for further growth in an understanding of these core beliefs. Figure 4.20 shows an excerpt from a leadership team meeting agenda that demonstrates this work. This work helped to shift practices through capacity building.

Agenda for February 5, 2018
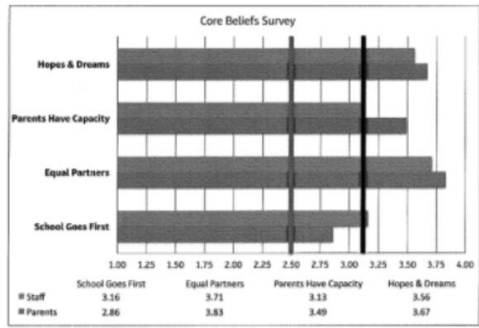
> • Original Data
>> ○ All families have dreams for their children and want what is best for them. Strongly agree and agree Staff: 94%; Families: 98.5%-This continues to match our original data where families agreed more to this statement than staff.
>> ○ All families have the capacity to support their children's learning. Strongly agree and agree Staff: 78.8%; Families: 81.3%-The discrepancy in these data continues; however, the difference is much less than our original data.

Figure 4.20 Leadership Team Agenda-Data

Securing Accountability

Leadership actions and activities related to the category Professional Development were more prevalent when considering *Securing Accountability* (N = 35; 6.74%, see Table 4.6).

Securing accountability was indicated by either building internal or external accountability as evidences with the data (manifest or latent). The School Improvement Plan indicated the most evidence when considering building systems of internal accountability (N = 25; 4.82%). The focus on family engagement through the building leadership team was established by highlighting building goals and strategies aligned to family engagement on the school plan on a page (Figure 4.21). The plan and actions move toward securing internal accountability.

Table 4.6

Summary of Leadership Activities and Actions for Driver Securing Accountability

Leadership Action or Activity Category and Sources of Evidence	N	% within Drivers	% within Securing Accountability
Communication with Families	**16**	**3.83%**	
Facebook Posts	13		81.25%
Newsletters	3		18.75%
Letters & Flyers	--		--
Formal Assessment	**21**	**4.05%**	
Belief Survey	3		14.29%
Engagement Assessment	14		66.67%
Evidence of Learning Rubric	4		19.05%
Staff Perception Survey	--		--
Professional Development	**35**	**6.74%**	
PD Agendas	17		48.57%
School Improvement Plan	25		71.43%
PD Materials	9		25.71%
Communication with Staff	**6**	**1.16%**	
Emails	6		100%
Leader Meetings	**17**	**3.28%**	
BLT Agendas	17		100%

Community School District –

School Improvement Plan Summary 2017-18

Vision	Goals and Strategies
People	**BUILDING GOALS**: • Retain 90% the Butler Staff for the 2017-2018 school year. • Increase staff satisfaction through clear communication, expectations and positive acknowledgements. **STRATEGIES/Actions:** • Implement Building Climate Survey and utilize data to promote staff retention. • Formally celebrate positive achievement and accomplishments. • Implement PBIS punch cards for staff (staff noticing staff following expectations) • Every staff member will contribute a shout out to the staff shout out board in the teacher's lounge weekly. • Promote self-efficacy through positive adult relationships and leadership transparency.
Achievement	**BUILDING GOALS**: • All students will make expected growth in Reading as measured by Iowa Assessments by strengthening core instruction. • All students will make expected growth in Math as measured by Iowa Assessments by strengthening core instruction. • All K-4 students at Butler will make expected growth on the FAST assessment or maintain/achieve grade level proficiency. **STRATEGIES/Actions:** • PLC work will focus around data driven decisions to differentiate literacy and math instruction • Each PLC team will engage in a PLC cycle monthly, establishing essential skills, short term SMART student-center goals, Common Formative Assessments and differentiation plans for all students. • Each grade level will implement at least one module of the OER materials. • Implementation of Really Great Reading across grade level-K-1 will be whole group; 2-4 will be use an intervention • Each grade level will have a literacy intervention time scheduled into the day. • Jan Richardson SGI framework will be implemented with fidelity.
Community	**BUILDING GOALS**: • 90% of material hanging in the hall will show evidence of the Iowa Core • Build, maintain and update (monthly) a family data wall in the front entrance of **STRATEGIES/Actions:** • Monthly assessment conducted by the BLT on hallway evidence. • Establish a family engagement committee at ▮ (admin, teachers, parents, instructional coaches) • Build a ▮ Facebook Page • Each teacher will contact parents and encourage them to attend conferences • Collect data to display on the family data wall.

Figure 4.21 Plan on a Page

The formal assessment conducted by Scholastic provided numerous examples of external accountability. A portion of the report showed a compilation of the data (Figure 4.22) was used to assess goals related to welcoming, communication, information and participation. These data provide an example of external accountability of a team coming

into the school from the outside and examined the family engagement practices currently

being used within the school.

INTRODUCTION

What Is Family Engagement Assessment?

The purpose of the Family Engagement Assessment (FEA) is to assess how welcome families are in your school and in the learning process. Scholastic family engagement specialists recently completed an FEA for your school. The FEA included: (1) a physical walk-through; (2) a review of printed materials; (3) a review of the school's website and parent portal; (4) a Shopper Phone Call; (5) a survey of the building administrators; (6) a survey of school staff members; and (7) a survey of families.

This FEA report incorporates all of the data and analyzes it to provide a full, 360-degree view of family engagement at your school. The process is designed to help your school have a rich conversation about how welcome families are in the learning process. The report includes ratings, commendations, and recommendations for four different goal areas—Welcoming, Communication, Information, and Participation.

GOAL 1 — Welcoming

The Welcoming Goal helps you know if your families feel they belong on the school campus. Here is a list of the Welcoming indicators along with the number of assessment items used to determine the rating for each indicator.

Indicators	Definition	# of Items
Family Visits	Procedures are in place to accommodate family visits to the school.	3
Making Families Comfortable	School personnel help families to feel comfortable.	9
Respect	Families' cultures and languages are respected.	4

GOAL 2 — Communication

The Communication Goal helps you know if you have systems in place for school-home communication that are inviting, useful, and set up for two-way communication. The Communication Goal assesses how you communicate. The following table lists the Communication indicators along with the number of assessment items used to determine the rating for each indicator.

Indicators	Definition	# of Items
Nature of the Contact	Contact between schools and families is frequent, comfortable, and two-way.	9
Ease of Use	Written and oral communication are clear and comprehensible.	6
Documents & Website	Print information is available, attractive, useful, and family/culturally friendly.	7

GOAL 3 — Information

The Information Goal helps you know if your families receive the information they need in order to function as an integral part of their child's school. This goal assesses what you communicate. Here are the Information indicators along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
School Resources	The school provides resources and materials to help families learn about school goals, policies, and procedures.	10
Programs & Procedures	The school has programs and procedures to inform families about their child's classroom and activities.	7
Student Performance	Families are kept current on their child's school performance.	12
Involving Families With Achievement	The school has programs and procedures to involve families with their child's academic achievement.	13
Connecting Families With Community Services	The school has programs and procedures to inform families about available community assistance.	3

GOAL 4 — Participation

The Participation Goal helps you know if your family participation programs invite involvement in learning, value families as key resources, and engage the entire school community. The following table lists the Participation indicators along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
Valuing Family Knowledge	Individuals and existing documents support family input and ideas.	9
Working Together	Families and teachers meet and work together.	10
Learning & Volunteering Opportunities	Schools provide families with educational and volunteering options.	8

Rating System

Each indicator received a rating of High Quality, Emerging, or Low Quality based on the average score of the items associated with each indicator.

Rating	Range
High Quality	2.75 to 3.00
Emerging	2.00 to 2.74
Low Quality	1.00 to 1.99

Using the Assessment

This report provides a snapshot of your current family engagement level and is intended as a starting point to build awareness and to begin strategic planning for improvement. Scholastic specialists will meet with you to explore the next steps for welcoming each and every family and engaging them to improve student learning.

Figure 4.22 FEA-Goals and Data

The category Leader Meetings within the building aligned to *Securing*

Accountability (N = 17; 3.28%). As a component of the monthly building leadership team

meetings, the team also conducted consistent assessments regarding student evidence of

learning which was displayed in the hallways at school. A rubric (Figure 4.23) was used

by the team to assess and report to building staff about the progress of displays of student

work to inform families of levels of student performance aligned to grade level standards.

EVIDENCE OF LEARNING RUBRIC

SCHOOL: _____   ASSESSMENT DATE: _____

Variety

Evidence of Learning display/board is changed monthly	
☐ Not Yet	There is no change from previous month's display. (0 teachers display new evidence of learning)
☐ Making Progress	There is minimal change from last month. (1-7 teachers display new evidence of student learning)
☐ Almost There	Many teachers display new evidence of student learning (8-14 teachers)
☐ Nailed It!	Majority of teachers display new evidence of student learning. (15 or more teachers)

Relevance and Alignment

Evidence of Learning display is closely connected to current curricular unit and grade level standards	
☐ Not Yet	• Evidence of Learning displays are not relevant to curriculum or grade level standards • Standards/performance measure not indicated on display (0 teachers)
☐ Making Progress	• Some displays of learning are relevant to curriculum and grade level standards • Some displays indicate standards and performance measure (1-7 teachers)
☐ Almost There	• Many displays of learning are relevant to curriculum and grade level standards • Many displays indicate standards and performance measure (8-14 teachers)
☐ Nailed It!	• Majority of the displays of learning are relevant to curriculum and grade level standards • Most displays indicate standards and performance measure (15 or more teachers)

Showcasing Progress

Evidence of Learning displays showcase student progress and a variety of examples of progress towards mastery	
☐ Not Yet	• Evidence of Learning displays do not showcase student progress • Evidence of Learning displays do not showcase developmental path to mastery (0 teachers)
☐ Making Progress	• Some displays of learning showcase student progress • Some displays showcase developmental path to mastery (1-7 teachers)
☐ Almost There	• Many displays of learning showcase student progress • Many displays showcase developmental path to mastery (8-14 teachers)
☐ Nailed It!	• Majority of the displays of learning showcase student progress • Majority of the displays showcase developmental path to mastery (15 or more teachers)

Figure 4.23 Evidence of Student Learning Rubric

Evidence of the category Communication with Families aligns to *Securing Accountability* (N = 16; 3.83%). When information was shared with families on a regular basis (Figure 4.24) about what kind of learning is happening within the school, a sense of accountability was established.

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Check out what we're up to at ████

A foundation grant allowed us to purchase more fine motor manipulatives for our kids to utilize during SMART.

4th graders are gaining multiplication fact fluency through the use of partner games.

The PBS Buddy Reading Program allows Kindergarten and 4th grade students to partner together to read and learn new vocabulary simultaneously.

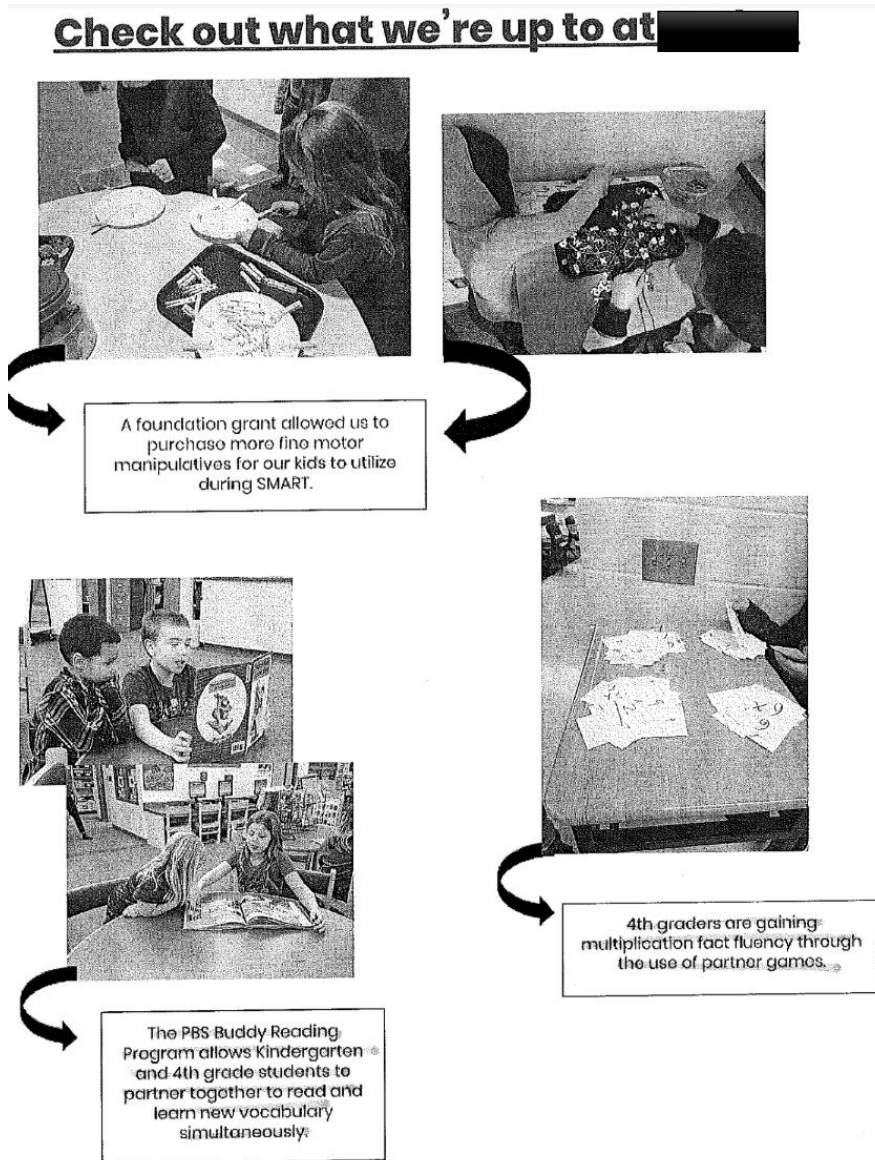*Figure 4.24* Accountability through Communication

There were very few leadership actions associated with *Securing Accountability* when considering the category Communication with Staff (N = 6; 1.16%). The building Principal, a member of the school leadership team, sent emails to staff reminding them how to align their classroom Facebook communication to family engagement best practices (Figure 4.25).

Figure 4.25 Email for Accountability

Summary

The deductive analysis at the driver level of these data provided some initial information to consider. It was indicative that overall descriptors aligned with *Focusing Direction* and *Cultivating Collaborative Cultures* were prominently evidenced within the data. Even within this rich data set, only knowing the frequency and percentages of the alignment of these sources of evidence to each driver was not enough to inform the extent of the leadership activities and actions related to the drivers within the schoolwide family engagement initiative implementation. It was necessary to conduct additional analysis to dig more deeply into the data using sub-drivers to identify the actions and activities the school leaders actually used to implement this school wide family engagement initiative with more specificity.

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CHAPTER 5: SUB-DRIVER LEVEL FINDINGS

Through the first level of analysis at the driver level of the Coherence Framework (Fullan & Quinn, 2016), the prevalence of actions/activities did little to elucidate how leaders used these actions to support the implementation of a family engagement initiative within the school. Each of the Coherence Framework drivers is comprised of sub-drivers, which are illustrated in Figure 5.1. Analyses were conducted using the same sources of evidence and the five categories of leader actions and activities identified in the first level of analysis. Findings in this chapter are presented based on the prevalence of actions/activities across the three of the five categories: Communication with Families, Formal Assessment, Professional Development. Communication with Staff and Leadership Meetings, the two categories with least amount of evidence will be addressed in the following chapter.
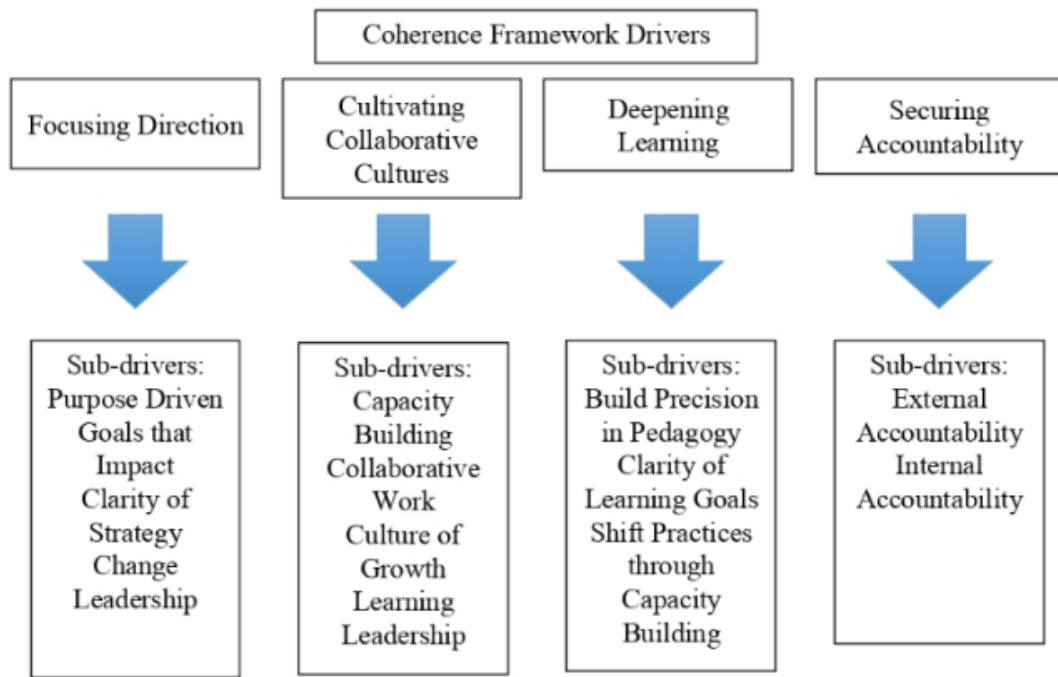
Figure 5.1 Coherence Framework Sub-drivers

To guide the deductive analysis, the sub-drivers were analyzed to a deeper level within the literature (Fullan & Quinn, 2016). Specific components of each sub-driver were identified and defined.   Upon further analysis of the literature sub-drivers and their components with definitions were identified. The hierarchy of this analysis is illustrated in Figure 5.2. Fullan and Quinn's (2016) descriptions of the sub-drivers were further analyzed and synthesized to create definitions for the components of each sub-driver. These definitions guided the analysis of the sources of evidence for leadership actions and activities to the deepest level.

Actions and Activities for Communicating with Families

Focusing Direction

When related to Communication with Families, the Coherence Framework driver *Focusing Direction* includes four sub-drivers: Change Leadership, Clarity of Strategy, Goals that Impact, and Purpose Driven. These are displayed in order of prevalence within the analysis in Table 5.1.

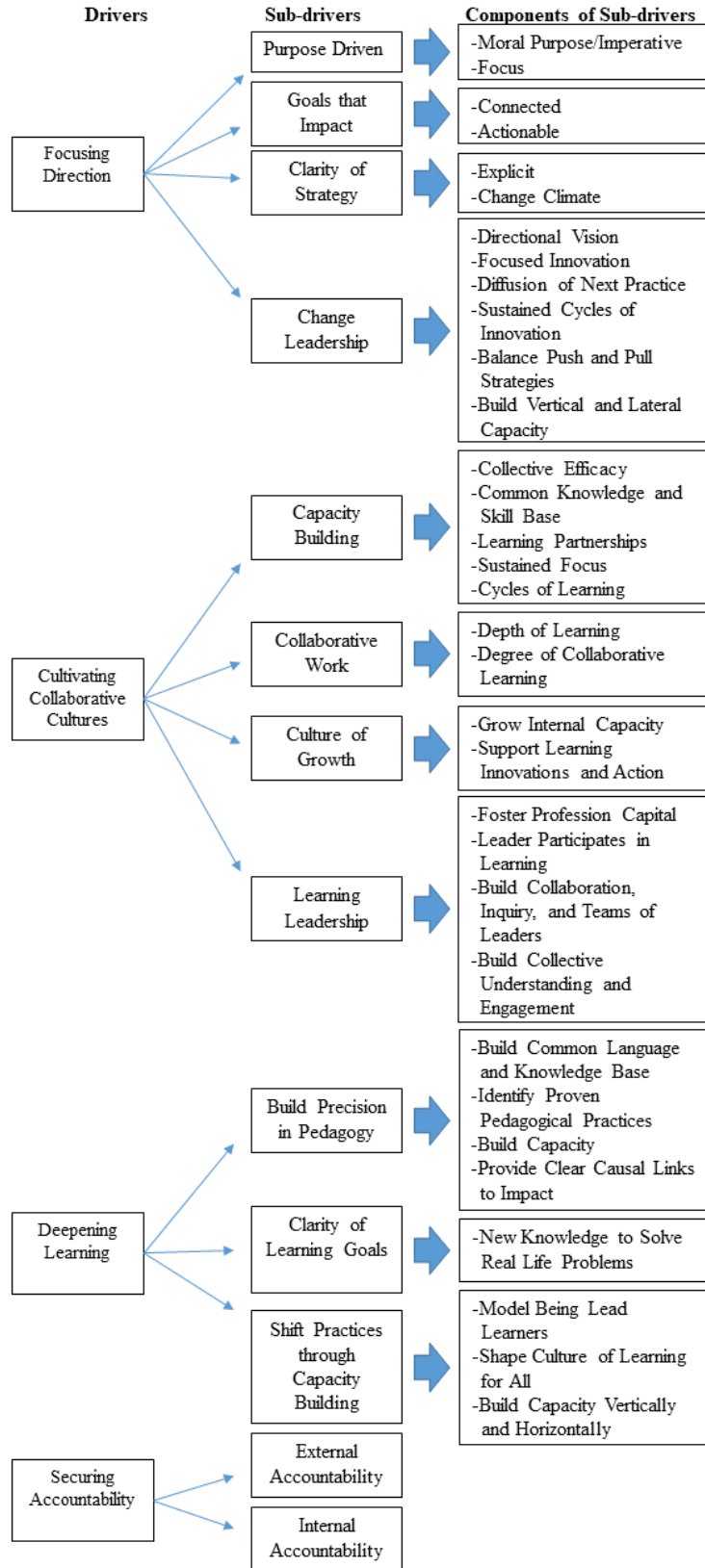| Drivers	Sub-drivers	Components of Sub-drivers
	Purpose Driven	-Moral Purpose/Imperative -Focus
	Goals that Impact	-Connected -Actionable
Focusing Direction	Clarity of Strategy	-Explicit -Change Climate
	Change Leadership	-Directional Vision -Focused Innovation -Diffusion of Next Practice -Sustained Cycles of Innovation -Balance Push and Pull Strategies -Build Vertical and Lateral Capacity
	Capacity Building	-Collective Efficacy -Common Knowledge and Skill Base -Learning Partnerships -Sustained Focus -Cycles of Learning
Cultivating Collaborative Cultures	Collaborative Work	-Depth of Learning -Degree of Collaborative Learning
	Culture of Growth	-Grow Internal Capacity -Support Learning Innovations and Action
	Learning Leadership	-Foster Profession Capital -Leader Participates in Learning -Build Collaboration, Inquiry, and Teams of Leaders -Build Collective Understanding and Engagement
	Build Precision in Pedagogy	-Build Common Language and Knowledge Base -Identify Proven Pedagogical Practices -Build Capacity -Provide Clear Causal Links to Impact
Deepening Learning	Clarity of Learning Goals	-New Knowledge to Solve Real Life Problems
	Shift Practices through Capacity Building	-Model Being Lead Learners -Shape Culture of Learning for All -Build Capacity Vertically and Horizontally
Securing Accountability	External Accountability	
	Internal Accountability	

Figure 5.2 Hierarchy of Analysis

Table 5.1

Focusing Direction Sub-drivers for Leadership Activities and Actions Focused on Communication with Families

Components of Focusing Direction Sub-Drivers	N	% within Driver	% within the Sub-Driver
Communication with Families	**70**	**13.49%**	
Clarity of Strategy	**37**	**56.14%**	
Explicit	35		94.59%
Change Climate	2		5.41%
Purpose Driven	**26**	**40.35%**	
Moral Purpose/Imperative	2		7.69%
Focus	24		92.31%
Goals that Impact	**7**	**3.51%**	
Connected	4		57.14%
Actionable	3		42.86%
Change Leadership	**--**	**--**	
Directional Vision	--		--
Focused Innovation	--		--
Diffusion of Next Practice	--		--
Sustained Cycles of Innovation	--		--
Balance Push and Pull Strategies	--		--
Build Vertical and Lateral Capacity	--		--

In the Coherence Framework (Fullan & Quinn, 2016), Clarity of Strategy is described as being either explicit or focused on change climate. Explicit is the degree of explicitness of the strategy, including precision of the goals, clarity of the strategy as well as the use of data and supports. The vast majority of activities and actions of the leadership team within the category of Communication with Families were explicit (N = 35, 56.14%). For example, in this letter to families school leaders explicitly focused on the goal for family engagement within the school:

> The school district is committed to building strong relationships with our families. To help facilitate this, your child's teacher is participating in a family engagement pilot. We believe we can

help our families develop the skills needed to support their children in and out of school. Our teachers can help families build capacity, develop understanding of children's grade-level goals and learn how to help the students meet or exceed them.

Change climate is the degree to which a culture supports change by fostering trust, non-judgementalism, leadership, innovation, and collaboration. There was less evidence of this type of activity or action by the leadership team at Crawford Elementary, however an example was found in a Facebook post, where the leader emphasized collaboration and non-judgementalism by encouraging families to engage in actions related to building kindness to change climate both in and out of school:

This month we are working on the Super Reader skill of kindness. Here are some actions to develop your child's sense of kindness: borrow books from friends, family, or the local library. Demonstrate the proper care of other's property; let your child know when someone showed you kindness and how it made you feel.

The second most common leader actions and activities aligned with the sub-driver Purpose Driven. Within Purpose Driven, leaders most often communicated with families in a very focused way (N = 24, 92.31%). Focus is not just a matter of having uplifting goals. It is a process involving initial and continuous engagement. For example, when the leaders sent out this communication to families through school newsletters, they provided specific strategies for families to support academic development of students outside of school:

We would encourage you to all like our new school Facebook page. We offer many opportunities for families to bridge the learning that is happening at school to home. If students are learning about using tens frames at school in Kindergarten; we provide families with ideas of how to use similar activities at home to build number sense as well. We look forward to working with you to help your child(ren) learn both in and out of School. We continue to strive to work collaboratively with our families to

extend learning outside the walls of our school. We encourage you
to come in and check out our student work displays hanging in the
hallways, like our school Facebook page or chat with
your child's teacher about ways you can make this happen. We are
so delighted to have you as partners in your child's education.

Less frequently within Purpose Driven, the actions and activities of school

leadership had a moral purpose or imperative (N = 2, 7.69%). This means leaders

combined personal values, persistence, emotional intelligence, and resilience within their

actions and activities (Fullan & Quinn, 2016). In this example of a newsletter sent home

by school leaders, the moral purpose and imperative of reasons behind implementation of

the family engagement initiative is provided to the families:

The School District is committed to building strong partnerships
with our families. To help facilitate this, your child's teacher is
participating in a family engagement pilot program. Through this
program, a family engagement event for your child's classroom
will take the place of traditional parent-teacher conferences in
February.

To a much lesser extent, leaders use action related to Goals that Impact the family

engagement initiative. Goals that impact can be described as either connected and/or

actionable. Connected goals are related to work that you are already doing. The majority

of activities and actions of the leadership team with in the category of Communication

with Families were connected (N = 4, 57.14%). For example, in this Facebook

communication school leaders asked families to complete a survey to inform the family

engagement practices that were already taking place in Crawford Elementary School:

We are asking our families to complete this survey to provide us
with information on how we are doing with our family
partnerships. You will have an opportunity to fill this out when
you visit the school for your conferences this week; however, if
you are pinched for time, please complete the survey at this link.

Actionable is the degree to which the goal is able to be moved on right away and is measureable. There was less evidence of this type of activity or action by the leadership team at Crawford Elementary, however, an example was found in a letter that was sent home to families explaining the goal of the family engagement initiative and encouraging families to attend the event:

> Our goal through family engagement is to help our families grow in their ability to support their child's academic success. Mark your calendar to attend the family engagement event.

Cultivating Collaborative Cultures

When related to Communication with Families, the Coherence Framework driver *Cultivating Collaborative Cultures* includes four sub-drivers: Capacity Building, Culture of Growth, Leadership, and Collaborative Work. These are displayed in order of prevalence within the analysis in Table 5.2.

Table 5.2

Cultivating Collaborative Cultures Sub-drivers for Leadership Activities and Actions Focused on Communication with Families

Components of Cultivating Collaborative Cultures Sub-Drivers	N	% Driver	% within the Sub-Driver
Communication with Families	**113**	**21.77%**	
Capacity Building	**38**	**69.09%**	
Collective Efficacy	1		2.63%
Common Knowledge and Skill Base	10		26.32%
Learning Partnerships	22		57.89%
Sustained Focus	4		10.53%
Cycles of Learning	1		2.63%
Culture of Growth	**12**	**21.82%**	
Grow Internal Capacity	2		16.67%
Support Learning Innovations and Action	10		83.33%
Leadership	**3**	**5.45%**	

Table 5.2 (continued)

			33.33%
Foster Professional Capital	1		
Leader Participates in Learning	1		33.33%
Build Collaboration, Inquiry, and Teams of Leaders	--		--
Build Collective Understanding And Engagement	1		33.33%
Collaborative Work	**2**	**3.64%**	
Depth of Learning	1		50%
Degree of Collaborative Learning	1		50%

In the Coherence Framework (Fullan & Quinn, 2016), Capacity Building can be established by building collective efficacy, a common knowledge and skill base, learning partnerships, sustained focus or cycles of learning. Learning partnerships create communities of learners who develop common language, skills and commitment by building vertical and horizontal learning opportunities. The vast majority of activities and actions of the leadership team within the category of Communication with Families were learning partnerships (N = 22, 57.89%). For example, in this Facebook communication, school leaders provided strategies to build the capacity to support learning outside of school in the development of learning partnerships:

> Students at our school take the time to explain their mathematical thinking to their peers. When talking with your kids about math at home, we encourage you to ask them, "How do you know that?" So they can explain their thinking to you. Dice games are a great way for kids to learn how to subitize! Roll the dice and ask your kids to write the number and see how quickly they can do it. This is an important early numeracy skill!

Common knowledge and skill base are established when the leader helps develop focused collective capacity to make the greatest contribution to student learning. There

was less evidence of this type of activity or action by the leadership team at Crawford

Elementary (N = 10, 26.32%), however an example was found in this Facebook

communication where specific questions are shared with families as a way to build

common knowledge and skill-base of families:

> Students at Crawford take the time to explain their mathematical
> thinking to their peers. When talking with your kids about math at
> home, we encourage you to ask them, "How do you know that" So
> they can explain their thinking to you.

A sustained focus is described as staying focused on the same goal over an

extended period of time. There was less evidence of this type of activity by the leadership

team (N = 4, 10.53%) however an example in this Facebook communication from

February indicates a sustained focus within the newly adopted ELA [English Language

Arts] curriculum to reading and writing throughout the school year:

> Our new ELA curriculum implemented this year embeds reading
> and writing with science and inquiry. Ask your child how they
> spend their time in Labs or during ALL [Additional Language and
> Literacy] block.

The second most common leader actions and activities aligned with the sub-driver

Culture of Growth which can be described by growing internal capacity and supporting

learning innovations and actions. Supporting learning innovations and action occurs

when leaders at the school, district, and system levels are wise to evaluate policy and

strategy decisions on three dimensions of quality, commitment, and capacity to determine

if the need for expediency is greater than the opportunity for growing the organization's

capacity as well as the messages their approach will send. The majority of activities and

actions of the leadership team with in the category of Communication with Families were

supporting learning innovations and actions (N = 10, 83.33%). For example, in this letter

sent to families, school leaders explained the importance of building connections within

the school as a strategy to grow capacity within the organization:

> In addition to learning strategies to use at home with your child,
> this event will provide an opportunity for you to build stronger
> connections with your child's teacher as well as parents/families of
> your child's classmates. It is our hope that the peer-to-peer
> networks built during the family engagement events will also offer
> our families support for each other.

Growing internal capacity occurs when the organization values the talent and

expertise of its people, and it creates leadership development strategies that grow internal

capacity. There was less evidence of this type of activity by the leadership team. An

example was found in a Facebook communication where school leaders were featured in

a video highlighting the skills and services they have to offer families:

> Jesse Glass, at-risk coordinator, and Melissa Brown, school
> counselor, highlight our family resource center at Crawford
> Elementary. Check out what great resources we have to offer our
> families.

Deepening Learning

When related to Communication with Families, the Coherence driven *Deepening*

Learning includes three sub-drivers: Building Precision in Pedagogy, Shift Practices

through Capacity Building, and Clarity of Learning Goals. These are displayed in order

of prevalence within the analysis in Table 5.3.

Table 5.3

Deepening Learning Sub-drivers for Leadership Activities and Actions Focused on
Communication with Families

Components of Deepening Learning Sub-Drivers	N	% within Driver	% within the Sub-Driver
Communication with Staff	**55**	**10.6%**	
Build Precision in Pedagogy	**36**	**65.45%**	
Build Common Language	20		55.56%

Table 5.3 (continued)

and Knowledge Base			
Identify Proven Pedagogical Practices	8		22.22%
Build Capacity	6		16.67%
Provide Clear Causal Links to Impact	2		5.56%
Shift Practices through Capacity Building	**15**	**23.64%**	
Model Being Lead Learners	6		40%
Shape culture of Learning for All	2		13.33%
Build Capacity Vertically and Horizontally	7		46.67%
Clarity of Learning Goals	**4**	**7.27%**	
New Knowledge to Solve Real Life Problems	4		100%

In the Coherence Framework (Fullan & Quinn, 2016), Building Precision in

Pedagogy is described as building common language and knowledge base, identifying

proven pedagogical practices, building capacity, or providing clear causal links to impact.

The vast majority of activities and actions of the leadership team within the category of

Communication with Families were building language and knowledge base (N = 20,

55.56%). Building language and knowledge base cultivates system-wide engagement by

involving all levels of the system to capture and create a model for learning and teaching

while identifying the learning goals and principles that underlie the learning process. For

example, in this school newsletter to families school leaders explicitly focused on the

goal of building language and knowledge base at each grade level by sharing the skills

that were taught at school and how this learning can be extended at home with families:

> Kindergarten: Segmenting words was one of our goals for the
> month. If you would like to see what segmenting looks like, check
> out the school Facebook page for a video features Ms. Rider
> demonstrating this skill.

1st Grade: 1st graders are finishing up their learning with sun, moon, and stars, and beginning to learn about birds during reading and writing time. During math, we are working on becoming more fluent with 10. You could help your child with this by rolling 2 dice and asking them how many? How do you know?

2nd Grade: In labs, we are rotating between activities that involve researching and dinosaur digs. Students have opportunities to use a variety of strategies in math to solve story problems. Students are solving addition and subtraction problems with different parts of the problem unknown.

3rd Grade: We will be studying motion and matter through our science FOSS kits. There are 4 investigations in the kit 1) magnetic forces, 2) patterns of motion through wheel and axle systems, 3) engineering practices through building small derby carts, and 4) mixtures and reactions by mixing solids and liquids.

4th Grade: Our topics for science are motion and matter. We have been continuing to learn new strategies in math, but also learning to be flexible with our strategies. Some questions you can ask your child about math would be:

Identifying proven pedagogical practices allows school leaders to analyze best practices currently used in the district and examine the research to validate the model. These leader actions and activities in Communication with Families were identified to a lesser extent (N = 8, 22.22%). For example, in this Facebook communication school leaders share one of the best practices used within the district and shares some research to validate this model:

As students read and write "big words" we teach them to use what they know about the letters, consonants and syllables to break that word apart. Check it out here in 4th grade. Research indicates that the key to fluency and comprehension is reading accurately, and this skill moves toward building accuracy in reading.

Building capacity should be consistent and sustained based on research-proven practices to build Precision in Pedagogy. Fewer examples (N = 6, 16.67%) within the category Communication with Families were indicated, however, this example of a

Facebook communication to communicate with families about the professional

development opportunities provided to staff to build capacity:

> Great professional development today elementary teachers on how
> to engage students in inquiry based science instruction (included
> pictures of this learning).

The second most common leader actions and activities aligned with the sub-driver

of Shift Practices through Capacity Building. Within this sub-driver, leaders most often

built capacity vertically and horizontally (N = 7, 46.67%) by being persistent and single-

minded until it affected learning. For example, in this newsletter shared with elementary

families, school leaders indicated the goal the kindergarten team is working on as well as

their own instructional steps and how families can support this goal as well:

> Our Kindergarten team goal is to know 20 or more letter sounds.
> We look at that goal each week and decide our next instructional
> steps. In math, we are working on number sense skills. Which
> means developing a sense of what numbers mean, understanding
> their relationships to one another, able to perform mental math, and
> can use those numbers in real world situations. Our goal in this
> area is for all students to demonstrate one to one counting and
> quickly tell us the number of dots on a set. We look at this goal
> each month to establish our next steps. You can support these
> goals by using the materials that were shared with you during our
> family engagement event and play the games to work on letter
> sounds and counting.

Leaders actions and activities regarding Communication with Families within the

sub-driver Clarity of Learning Goals can be identified as new knowledge to solve real

problems. This was found to a lesser extent within this sub-driver (N = 4, 7.37%). The

development of new knowledge to solve real problems can be found in this example of

information school leaders shared with families in the school newsletter about the goals

of first graders and how their progress toward these goals are impacting their educational

experiences:

We worked hard this month on many things, especially expectations. We practiced every day walking in the hallway appropriately. We have started reading and math interventions, which is a time during the day when your student receives instruction they need at their level. Our reading goal is to have all students identify letter sounds fluently (without hesitation). Our math goal is to identify and write numbers accurately. This allows us all to give students the help they need and close the gap between lacking skills and grade level skills!

Actions and Activities for Formal Assessment

Focusing Direction

When related to Formal Assessment, the Coherence Framework driver *Focusing Direction* includes Goals that Impact, Purpose Driven, Clarity of Strategy, and Change Leadership. These are displayed in order of prevalence within the analysis in Table 5.4.

Table 5.4

Focusing Direction Sub-drivers for Leadership Activities and Actions Focused on Formal Assessment

Components of Focusing Direction Sub-Drivers	N	% within Driver	% within the Sub-Driver
Formal Assessment	**43**	**8.29%**	
Goals that Impact	**32**	**74.42%**	
Connected	16		50%
Actionable	16		50%
Purpose Driven	**11**	**25.58%**	
Moral Purpose/Imperative	--		--
Focus	11		100%
Clarity of Strategy	**--**	**--**	
Explicit	--		--
Change Climate	--		--
Directional Vision	--		--
Focused Innovation	--		--
Diffusion of Next Practice	--		--
Sustained Cycles of Innovation	--		--
Balance Push and Pull Strategies	--		--
Build Vertical and Lateral Capacity	--		--

Fullan and Quinn (2016) describe Goals that Impact within the Coherence

Framework as being connected or actionable. The majority of activities or actions of the

leadership team within the category of Formal Assessment were either connected (N =

15, 50%) or actionable (N =16, 50%). For example, in the Family Engagement

Assessment that was conducted by Scholastic, an explanation of the goals aligned to the

family engagement initiative within Crawford Elementary is connected to practices

implemented when embarking in a family engagement initiative:

> The Communication Goal helps you know if you have systems in
> place for school-home communication that are inviting, useful, and
> set up for two-way communication.

Similarly, this example of an actionable goal that is suggested within the family

engagement assessment highlights actions and activities that school leaders might

embrace when implementing a family engagement initiative:

> You may want to consider using an informal method, such as a
> suggestion box, to solicit family input on procedures, policies,
> concerns, and/or student achievement, in order to promote the
> importance of family feedback, combine the use of a suggestion
> box with an explanation of the school's interest in obtaining family
> feedback; and provide information to families on the topics for
> which the school would like their feedback.

To a lesser extent, the actions and activities related to Formal Assessment within

the sub-driver Purpose Driven were focused (N = 11, 25.58%). For example, within the

Family Engagement Assessment, specific evidence was provided to school leaders

regarding observations conducted within the assessment that aligned to family

engagement practices:

> There is minimal evidence of learning throughout the hallways of
> the elementary. There are many blank walls that are prime spots to

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showcase and spotlight school and student learning achievements. As you walk through the building, you want all families and visitors to know that Crawford Elementary is a house of learning. Take every opportunity to show evidence of learning for all grades throughout the building and ensure the content is labeled and connects back to the curriculum, standards, or assessment practices.

Actions and Activities for Professional Development

Securing Accountability

When related to Professional Development, the Coherence Framework driver

Securing Accountability includes two sub-drivers: External Accountability and Internal

Accountability. These are displayed within the analysis in Table 5.5.

Table 5.5

Securing Accountability Sub-drivers for Leadership Activities and Actions Focused on Professional Development

Leadership Action or Activity Category and Sources of Evidence	N	% within Drivers	N within External Accountability	N within Internal Accountability
Professional Development	**35**	**6.74%**		
PD Materials	17		5	12
School Improvement Plan	25		3	22
PD Agendas	9		4	5

The most prominent school leader action and activity within Professional

Development was related to the School Improvement Plan (N = 25, 71.43%), the majority

of those connected to internal accountability (N =22). Internal accountability is based on

the notion that individuals and the group in which they work hold themselves responsible

for their performance. This example from the School Improvement Plan illustrates

internal accountability through leadership strategies and actions related to building goals

aligned to family engagement:

> Monthly assessment conducted by the BLT [Building Leadership
> Team] on hallway evidence, using the Evidence of Learning
> Rubric.

Internal Accountability is also evidenced in monthly building leadership agendas

where building leaders review Family Engagement Assessment data, create short-term

goals related to family engagement and monitor progress toward these goals on a

monthly basis:

> Agenda Item: Monthly Family Engagement Assessment-Evidence
> of Learning
> Action Item: Create a checklist for posting student work: link to
> the standards, teacher created progression, goals for changing work
> in the hall, authentic student work (not fill in the blank/multiple
> choice worksheet)

Internal Accountability is apparent within professional development materials (N

= 12). In this example, school leaders engaged in a scavenger hunt within Crawford

Elementary to determine whether specific statements related to family engagement within

the environment describe the elementary school:

> Scavenger Hunt
> Directions: Read through the statements on this list and
> then conduct a scavenger hunt throughout your building to find
> evidence that shows how the statement does or does not describe
> your school. Collect evidence that you will bring to the next
> workshop to illustrate how you decided if each statement describes
> your school or not. Use the reflection questions at the end of this
> document to summarize what you discover during your scavenger
> hunt.

Statement	Does this statement describe your school?	What is your proof?
1. Friendly signs inside and out welcome families and visitors and explain how to get around the building.	○ Yes ○ No	
2. Front office staff are friendly- recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.	○ Yes ○ No	

Reflection Questions:
1. What did you learn about your school?
2. What surprised you the most?
3. What concerned you the most?
4. What changes did you make at your school after completing this activity (if any)?

Summary

The deductive analysis from Chapter 4 indicated a high frequency of Communication with Families across three Coherence drivers: *Focusing Direction, Cultivating Collaborative Cultures, and Deepening Learning*. Within Chapter 5, the leadership action or activity category of Communication with Families, Formal Assessment, and Professional Development was analyzed deductively to sub-drivers and components of these sub-drivers. Content analysis provided specific examples of leadership actions or activities related to components comprising the sub-drivers.

CHAPTER 6: SUMMARY, DISCUSSION, AND CONCLUSIONS

This chapter includes a restatement of the research problem, a review of the study's methodological approach, a summary of the major findings, a discussion of the results, and a discussion of implications. Family engagement has been linked to increased student achievement, collaboration, and equity within schools (Auerbach, 2005); however, very little research exists regarding the role of school leaders in supporting family engagement efforts within a school. School leadership is vital to the success of the implementation of a family engagement process (Ferguson, 2005; Sanders & Harvey, 2002). This study adds to the literature by identifying specific actions and activities school leaders can use during implementation to support family engagement at the school level. Further, this study investigated the degree to which the Coherence Framework (Fullan & Quinn, 2016) provides a structure through which to examine leadership actions and activities to implement change within the school.

Summary of the Study

In this study, the role of leadership in the implementation of a family engagement initiative in an elementary school and the actions and activities undertaken by the leadership team to change family engagement practices used within the school were investigated. The research questions guiding this study were: *What actions and activities were implemented by the leadership team at Crawford Elementary School during the implementation of a schoolwide family engagement initiative to address gaps in family engagement practices?* and *To what extent were the drivers and sub-drivers of the Coherence Framework (Fullan & Quinn, 2016) present in leader actions and activities as part of the schoolwide change initiative?* Drawing upon the Coherence Framework

(Fullan & Quinn, 2016), this study employed a two-phase, driver level and sub-driver level, deductive content analysis. Findings aligned to the Coherence Framework and found intentional actions and activities by the school leadership team when communicating with families, using formal assessments, and building a system of internal accountability.

Context for the Study

In 2017, the school leadership team at Crawford Elementary School introduced a family engagement initiative within the school. As part of the initiative, a team from the FACE division of Scholastic, Inc. administered a Family Engagement Assessment (FEA) on site at Crawford Elementary to determine the level to which families felt welcome in the school and the learning process. The FEA included: (1) a physical walk-through; (2) review of printed material; (3) review of the school's website and parent portal; (4) Shopper Phone Call; (5) building administrator survey; (6) school staff member survey; and (7) family survey. A comprehensive report was provided to the school with ratings, commendations, and recommendations in four goal areas-welcoming, communication, information, and participation. The FEA report provided guidance to the school leadership team to focus their work within the implementation of the family engagement initiative.

Discussion, Implications, and Recommendations

Findings from this case exemplify how a school leadership team can be intentional when implementing a schoolwide family engagement initiative. The actions and activities at Crawford Elementary School were intentionally implemented to address

gaps in family engagement practices. One of the gaps indicated within the FEA for

Crawford Elementary School were related to communication. Recommendations

included the use of social media and digital technologies to connect families and build

families' capacity to support learning at home by sharing tips and strategies for ways that

families can help their children learn. It was also recommended that questions for

response in school newsletters and on the school website may serve to encourage family

participation. Although it was recommended that families have the opportunity to

communicate back and forth, sharing how they've implemented new learning strategies,

using social media, the school communication policy prohibits any social media

communication responses without prior approval. Due to this barrier, families and staff

investigated additional forums to engage in ongoing two-way communication (i.e., the

Remind app, text messaging, email, face to face conversations, phone calls, parent-

teacher conferences or meetings, etc.).

An additional recommendation of the FEA encompassed the inclusion of the

grade level expectations within newsletters along with strategies to support learning

outside of school for families. As far as professional development, it was recommended

to model ways for families to engage in learning activities and provide several

opportunities for families to practice these learning activities with other adults. There was

a gap related to the current professional development practices around family

engagement. The recommendation was to learn more about and implement family

engagement practices to embed the essential elements of research based family

engagement practices into everyday engagement with families: (1) link families to the

learning that is taking place in the classroom; (2) help families develop strong, positive

relationships with school staff; (3) develop the skills of families to help their child learn; (4) allow families to network with other families of students in their child's classroom; and (5) provide families with practice and feedback on activities that they can do at home with their child to support learning.

The final recommendation was related to establishing systems of accountability. A gap existed in the prioritization of the work related to family engagement. The FEA recommendation was to assess the activities, initiatives, and strategies currently used to engage families and retool these with little to no impact to make them more intentionally aligned to learning and maximize impact. This could be accomplished through the development of systems for internal accountability where fidelity and integrity of implementation are assessed internally.

Each of these gaps will be addressed in upcoming sections through the Coherence Framework (Fullan & Quinn, 2016). This framework provided a lens of school change for which to examine the leadership activities and actions. The drivers and sub-drivers of this framework provided focus toward elements of schoolwide change. The major findings are described below.

It is important to note the principal, who was a member of the school leadership team, was also the researcher within this study. It is necessary to consider the potential bias that the researcher brings to the study based on this scenario. The subversive nature of the data was addressed by attempting to code objectively using the Coherence Framework (Fullan & Quinn, 2016) drivers and sub-drivers. Throughout these attempts there is the prospect of using prior knowledge and personal experiences within the implementation to analyze with more subjectivity as the practioner and researcher. The

researcher aimed to limit these potential biases by creating definitions and using deductive coding for the sub-drivers.

The Role of Intentionality in Implementing Family Engagement Practices

For this study, the specific actions and activities to support the implementation of a family engagement initiative clustered around three major categories: **Communication with Families, Formal Assessment, and Professional Development.** These actions and activities were introduced in more detail in Chapter 4. As a review, evidence of Communication with Families included Facebook communication, newsletters, written letters, and flyers. Evidence of Formal Assessment included the beliefs survey, Family Engagement Assessment, evidence of learning rubric, and staff perception survey. Evidence of Professional Development included professional development agendas, school improvement plan, and professional development materials. Through an examination of these actions and activities to support family engagement using the Coherence Framework, several differences were revealed. The primary difference among the behaviors of leaders was the explicit intent or intentional nature of the actions and activities in addressing the identified gaps in family engagement practices within the school. School leaders aligned their communication, professional development, and assessment to the essential elements related to best practices in family engagement. This intentionality held true regardless of the driver under which the action/activity fell.

Intentional Communication with Families

At Crawford Elementary, the school leadership team engaged in intentional communication with families through Facebook communication, newsletters, written

letters, and flyers. In contrast, traditional communication with families sharing pictures, homework, and upcoming events does not intentionally align to the essential elements of family engagement. The leadership team responded to the FEA report recommendations and chose to use social media and digital technologies to connect with families. The school leadership team used these venues to build families' capacity to support learning at home by sharing tips and strategies for ways that families could help their children learn. Information regarding student learning at school was shared on schoolwide and classroom Facebook communication. Through these posts, school leaders provided questions, challenges, and insights for families to engage in when working with their children while at home. These intentional leadership actions and activities from school leaders impacted families by bridging the gaps and being focused on the areas identified in the FEA report.

The school leadership team engaged in actions and activities which created communities of learners who developed common language, skills, and commitment by building vertical and horizontal learning opportunities. One way the school leadership team was intentional was by creating school newsletters to address the gap within the FEA where parents were unsure of grade level expectations. Each month, the school leadership team worked to bridge this gap by providing parents with examples of learning activities along with learning targets aligned to the grade level standards in several content areas, written in understandable terms. These newsletters provided common language and skills to all families which built intentional opportunities for families to support learning with their children outside of school and have a better understanding of the skills their children need at each grade.

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School leaders were intentional when deepening learning by building precision in pedagogy through developing common language and knowledge base. When communicating with families, school leaders created videos and posted them on school and classroom Facebook pages to demonstrate strategies that supported grade level expectations. These videos provided both the how and the why to build common language and knowledge base in supporting learning outside of school. This intentional action helped bridge the gap indicated in the FEA report regarding sharing information with families in order to support families in functioning as an integral part of their child's school.

Intentional Formal Assessment

The school leadership team was very intentional when embedding formal assessment within the implementation of the family engagement initiative. The FEA report indicated the importance of regularly monitoring and assessing the quality of implementation. To bridge this gap, school leaders created surveys for staff and families to share their perceptions regarding beliefs and implementation of family engagement practices. The survey items were aligned to research-based family engagement practices so data could be used to inform further steps in implementation. These data were regularly analyzed by the school leadership team to create actionable steps in response to the data. Another component of the FEA report was the importance of displaying student work and evidence of learning in a way that builds capacity of families simultaneously. The school leadership team worked with the Scholastic, Inc. FACE team to create a rubric to regularly evaluate displayed work to provide all staff with feedback regarding next steps in being more intentional when displaying work aligned to the grade level

standards and supporting parent understanding where their child's work compares to these standards. These intentional, formative measures allowed the school leadership team to keep their work focused and connected to supporting the implementation of the family engagement initiative while creating actionable goals moving forward.

Intentional Professional Development

School leaders in this study intentionally secured accountability by developing systems of internal accountability within their professional development structure. The school leadership team built systems where they worked transparently and held themselves responsible for their performance. Surveys and rubrics aligned to family engagement practices and beliefs were used to collect internal data. These data were shared and analyzed during building leadership team meetings, which was indicated in the building leadership team agendas. The school improvement and action plan for the building also indicated evidence of internal accountability with processes to review the plan and implementation of the action plan throughout the year. These leadership actions and activities bridged the gaps indicated within the FEA report.

Implications: Based on findings of this study, when considering Communication with Families, school leadership teams may reflect on how to be intentional about *Focusing Direction, Cultivating Collaborative Cultures, and Deepening Learning.* Facebook communication, newsletters, letters, and flyers can all be aligned to learning goals and objectives and standards to provide families with information about how to best support their child's learning outside of school. Specific strategies for this engagement are helpful when building the capacity of families throughout the school, as families come to the school with varying levels of skill. Efforts to be intentional about building

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relationships of trust and respect with families align to the development of learning partnerships. Families can learn about each other and share stories, which can be encouraged through communication with families in a multitude of forums. Furthermore, any communication with families should be linked to learning, which deepens learning by building a common language and knowledge base.

As school leaders consider using Formal Assessment to inform their family engagement implementation, it is important for them to establish goals that align to the research on implementation of family engagement initiatives (Auerbach, 2009; Christenson & Reschly, 2010, Epstein, Clark, Salanis, & Sanders, 1994; Epstein, 2001; Izzo, Weissberg, Kasprow, & Fendich, 1999; Jordan, Snow, & Porche, 2000; Mapp, 2015). These goals should be connected to the family engagement initiative, possibly aligning them to the Core Beliefs associated with family engagement as a start (Mapp, Carver, & Lander, 2017). After these core beliefs have been established, more actionable goals can be established which align to the actions school leaders need and desire to take when implementing a family engagement initiative. Connecting these actionable goals to the school leaders activities and actions categories of Communicating with Families, Formal Assessment, and Professional Development seem to be the most impactful within the current research study. School leaders should consider establishing goals and action plans around *Securing Accountability* internally. These intentional leadership actions and activities support family engagement implementation.

As school leadership teams consider implementing a schoolwide family engagement initiatives, systems must be established to ensure internal accountability. Professional development efforts and implementation must be monitored for fidelity

consistently for successful implementation. These systems must include staff within the building leadership team to embrace internal accountability measures to ensure consistent implementation and conversations outside of assigned professional development learning times. A system for collecting implementation data and sharing these data with staff should be established and carried out regularly. School improvement plans with goals, which are reviewed regularly by the school leadership team, aligned to family engagement initiative implementation will support this process.

The Coherence Framework and Changing Family Engagement Practices

Fullan and Quinn (2016) created the Coherence Framework to present drivers which, based on research, can lead to whole system change. These drivers include: *Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, and Securing Accountability* (Fullan & Quinn, 2016). The use of Fullan and Quinn's Coherence Framework (2016) provided an opportunity to determine the degree to which drivers and sub-drivers identified as important in schoolwide change were in use by the school leadership team at Crawford Elementary. The leadership team at Crawford used actions and activities across four drivers. This finding was consistent with Fullan and Quinn's (2016) proposition that not all drivers are used in all cases and a recommendation that leaders find the right combination of the four drivers to meet the varying needs within their specific organization and context.

Intentional Leadership within the Coherence Framework

The center of the Coherence Framework (Fullan & Quinn, 2016) is leadership. This study investigated the school leader actions and activities to address gaps in family engagement work identified in the FEA. The Coherence Framework provided a

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systematic structure to align the actions and activities of the school leadership team to the drivers and sub-drivers. Dantley (2003) suggests that purposive leaders encourage students and teachers to consider obstacles as challenges to be overcome. Using a mission and vision to sustain the focus aligns with the Coherence Framework in that the drivers and sub-drivers all work in tandem toward school change.

This study employed the method of qualitative analysis of secondary data using deductive coding. It was helpful to code both manifest and latent data using deductive codes which aligned to the Coherence drivers, sub-drivers, and components of the sub-drivers to code with specificity to determine the level of intentionality of school leader actions and activities when implementing a schoolwide change initiative.

Collective Efficacy within the Coherence Framework

Although the Coherence Framework drivers address many components of schoolwide change initiatives, the school leadership actions and activities within this study focused on the implementation of a family engagement initiative. A set of core beliefs around family engagement align to the first block of the Dual Capacity Framework, which was discussed in further detail in Chapter 2. Scholastic, Inc. FACE division indicated a successful family engagement initiative to be aligned with increased positive responses to the Core Beliefs Survey (Mapp, 2016). Therefore, stakeholders must hold a collective set of positive beliefs about family engagement to effectively engage families in schools (Mapp & Henderson, 2007). This aligns to research related to collective efficacy, which Bandura (1986) defined as "a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments" (p. 477). Collective efficacy has been found to influence

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many components within the organization, including their goals, how they manage their resources, the plans and strategies they construct, their level of effort, and their persistence in the face of challenges (Bandura, 1993).

Initially, the FEA report presented the core beliefs about family engagement from the perspective of school staff and families. Analyzing these core beliefs and being intentional in creating goals and action plans to bring these beliefs closer all lead to the importance of collective efficacy. Donohoo, Hattie, and Eells (2018) posit success lies in the nature of collaboration and the strength of believing that together, school leaders, staff, families, and students can accomplish great things. Although Hattie (2012) purports collective efficacy ranks at the top of factors that influence student achievement, it is not directly addressed within the Coherence Framework. Figure 6.1 illustrates a revised Coherence Framework model with the inclusion of collective efficacy. It is important for collective efficacy to be considered within all drivers, as shared beliefs within each driver will help to organize and execute the courses of action required to implement schoolwide change with success.
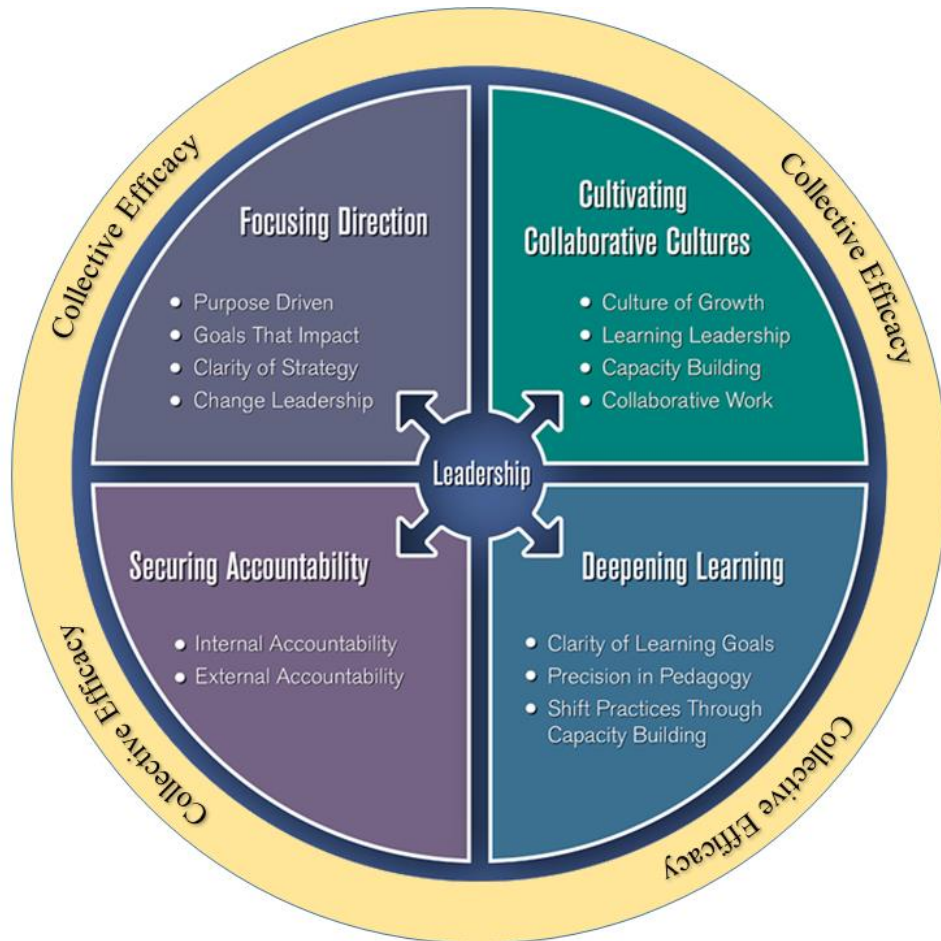
Figure 6.1 Coherence Framework with Collective Efficacy Component

Implications: The Coherence Framework (Fullan & Quinn, 2016) provides a systemic lens to look at schoolwide change. This study used the drivers as a way to evaluate the leadership actions and activities within the implementation of a schoolwide family engagement initiative after implementation had taken place. This framework would be a legitimate way to plan for schoolwide change from the onset. Each driver provides a different perspective of schoolwide change to consider, thus using them for action planning could be a powerful way to lead schoolwide change.

I propose that a combination of the Coherence Framework drivers with consideration of collective efficacy as important in addressing the implementation of the schoolwide family engagement initiative. It will be important for school leaders to bring the concept of collective efficacy into the schoolwide change initiative, as it has been shown to be very impactful in creating change in this study.

Implications for Research and Practice

This findings from this study suggest that school leadership actions and activities that are intentional in nature, can support implementation of a schoolwide family engagement initiative. Findings from this study are not generalizable to other elementary schools. Future research could replicate this study to build on the findings in a larger environment or across several schools. However, patterns that emerged from this study may provide insights to guide leaders and future studies in the fields of educational leadership and family engagement.

Consistent with the literature as presented above, leaders who want to implement a schoolwide family engagement initiative may consider:

- Intentional leadership actions and activities when communicating with families, conducting formal assessments, and facilitating professional development (Auerbach, 2009; Christenson & Reschly, 2010; Dantley, 2003; Dantley, 2005; Epstein, Clark, Salanis, & Sanders, 1994; Epstein, 2001; Jordan, Snow, & Porche, 2000; Izzo, Weissberg, Kasprow, & Fendich, 1999; Mapp, 2015; West, 1988).

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- Use of the Coherence Framework drivers and sub-drivers when
  considering intentional leadership actions and activities (Fullan & Quinn,
  2016).

- Inclusion of leadership actions and activities that embrace collective
  efficacy within the Coherence Framework (Donohoo, Hattie, & Eells,
  2018; Fullan & Quinn, 2016).

At Crawford Elementary School, when leaders engaged in these actions and activities, the
schoolwide family engagement initiative was successfully implemented as evidenced by
an increase in beliefs survey data throughout the year.

I propose the use of purposive leadership when considering implementation of
schoolwide initiatives with more vulnerable populations. The original research around
purposive leadership (West, 1988) highlighted the profound pessimism within the
African American population. The context for this study consisted of a student body of
479 students comprised of 12% Hispanic, 69% White, and 8% Black students. A total of
75% of the student population qualified for free or reduced lunch. Additional research
regarding the effective of purposive leadership within additional vulnerable populations
may be helpful to the field of educational leadership to inform school leaders on how to
engage families within these populations of students.

This study focused on the content within the secondary data sources; however, it
might be helpful for school leaders to know the frequency and duration of each of the
leadership activities and actions. These data combined with the data from the content
analysis provided within this study may provide a more comprehensive look at the
leadership activities and actions within the schoolwide family engagement initiative.

Research aligned to the types of goals and action plans related to family engagement implementation would also be helpful to ensure leadership teams are engaging and focusing on work that will be most impactful. Purposive leadership recommends leading with a vision and mission in mind. The Coherence Framework provides guidance for an analysis of the vision and mission, however, other leadership frameworks related specifically to goal setting and action planning related to school change might be helpful in offering specificity to this learning. Focusing on the intentional nature of these actions and activities may provide more direction for school leaders and their next implementation steps.

Further research on the types of internal accountability systems and the impact of each of these systems might be helpful in focusing the actions and activities of the school leadership team. Considering how to best use the time and staff available within these internal accountability systems could be very impactful within the implementation of a schoolwide family engagement initiative.

Family history within the school may indicate already established partnerships and relationships with prior teachers and school staff from previous years. Researchers (Caprara, Barbaranelli, Borgogni, Petitta, & Rubinacci, 2003) assert the perceptions that members of a social system have about other members' behavior are very important in determining the beliefs people hold about the efficacy of the system as a whole. Additional research on the effect of these already established relationships and the impact on collective efficacy may be helpful for school leaders to investigate to better equip the system to align beliefs and work toward collective efficacy.

The analysis of secondary data has recently moved into the realm of qualitative research. This study supported and applied the work of Sherif (2018). The qualitative secondary analysis rubric provided a format for analyzing secondary data sources for usability through an objective lens. The clarification of use of the data set, as a whole, was crucial to the inclusion of data within the study.

Finally, qualitative analysis of interviews with school leaders in addition to content analysis of secondary data presents another possible research opportunity. Use of multiple data sources would improve the reliability and validity of the findings. Content analysis of school leader interviews would also allow the researcher to verify the authenticity of the content of the family engagement implementation documents and the extent to which the content of such materials are applicable to school leader activities and actions in family engagement implementation.

Conclusion

The leadership perspective of the implementation of a schoolwide family engagement initiative is unique to the research. The current research study demonstrated that school leadership teams must be intentional about communicating with families by *Focusing Direction, Cultivating Collaborative Cultures, and Deepening Learning*. Specifically, school leadership teams should consider being purpose driven with a clear strategy by being explicit and focused when communicating with families. School leaders should also build capacity through the development of learning partnerships. Additionally, school leaders should build precision in pedagogy through building common language and knowledge base. Finally, school leadership teams must build a system for internal accountability to ensure implementation is occurring with fidelity and

integrity. The Coherence Framework (Fullan & Quinn, 2016) provided a lens for which to investigate schoolwide change; however, a limitation of this framework is the absence of collective efficacy. Collective efficacy has been identified as a highly influential component in making schoolwide change and inclusion could benefit the field.

Summary

This sixth chapter restated the research problem, reviewed the deductive content analysis of secondary data sources design approach employed, and discussed the results, implications and conclusions of the study. Following these six chapters are the references and appendices that are referred to throughout the chapter

Family Engagement Assessment

Family Engagement

ASSESSMENT

Elementary School

SCHOLASTIC

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INTRODUCTION

What Is Family Engagement Assessment?

The purpose of the Family Engagement Assessment (FEA) is to assess how welcome families are in your school and in the learning process. Scholastic family engagement specialists recently completed an FEA for your school. The FEA included: (1) a physical walk-through; (2) a review of printed materials; (3) a review of the school's website and parent portal; (4) a Shopper Phone Call; (5) a survey of the building administrators; (6) a survey of school staff members; and (7) a survey of families.

This FEA report incorporates all of the data and analyzes it to provide a full, 360-degree view of family engagement at your school. The process is designed to help your school have a rich conversation about how welcome families are in the learning process. The report includes ratings, commendations, and recommendations for four different goal areas—Welcoming, Communication, Information, and Participation.

GOAL 1 ▸ Welcoming

The Welcoming Goal helps you know if your families feel they belong on the school campus. Here is a list of the Welcoming indicators along with the number of assessment items used to determine the rating for each indicator.

Indicators	Definition	# of Items
Family Visits	Procedures are in place to accommodate family visits to the school	3
Making Families Comfortable	School personnel help families to feel comfortable	8
Respect	Families' cultures and languages are respected	4

GOAL 2 ▸ Communication

The Communication Goal helps you know if you have systems in place for school-home communication that are inviting, useful, and set up for two-way communication. The Communication Goal assesses how you communicate. The following table lists the Communication indicators along with the number of assessment items used to determine the rating for each indicator.

Indicators	Definition	# of Items
Nature of the Contact	Contact between schools and families is frequent, comfortable, and two-way	3
Ease of Use	Written and oral communications are clear and comprehensible	4
Documents & Artifacts	Print information is available, attractive, useful, and family/culturally friendly	7

GOAL 3 Information

The Information Goal helps you know if your families receive the information they need in order to function as an integral part of their child's school. This goal assesses what you communicate. Here are the Information indicators along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
School Resources	The school provides resources and materials to help families learn about school goals, policies, and procedures.	10
Programs & Procedures	The school has programs and procedures to inform families about their child's classroom and activities.	7
Student Performance	Families are kept current on their child's school performance.	12
Involving Families With Achievement	The school has programs and procedures to involve families with their child's academic achievement.	15
Connecting Families With Community Services	The school has programs and procedures to inform families about available community assistance.	3

GOAL 4 Participation

The Participation Goal helps you know if your family participation programs invite involvement in learning, value families as key resources, and engage the entire school community. The following table lists the Participation indicators along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
Valuing Family Knowledge	Individuals and existing documents support family input and ideas.	8
Working Together	Families and teachers work and learn together.	18
Learning & Volunteering Opportunities	Schools provide families with education and volunteering options.	8

Rating System

Each indicator received a rating of High Quality, Emerging, or Low Quality based on the average score of the items associated with each indicator.

Rating	Range
High Quality	2.75 to 3.00
Emerging	2.00 to 2.74
Low Quality	1.00 to 1.99

Using the Assessment

This report provides a snapshot of your current family engagement level and is intended as a starting point to build awareness and to begin strategic planning for improvement. Scholastic specialists will meet with you to explore the next steps for welcoming each and every family and engaging them to improve student learning.

Questions?

Contact faceservices@scholastic.com.

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YOUR FEA REPORT OVERVIEW

Your Scores

The bar chart below illustrates your school's score for each goal area. The minimum score for an area is 1.00, while the maximum score is 3.00. If your scores are to the left of the yellow line, you are in the "low" category. If your scores are to the right of the blue line, you are in the "high" category. If you are in between the lines, you are in the "emerging" category.
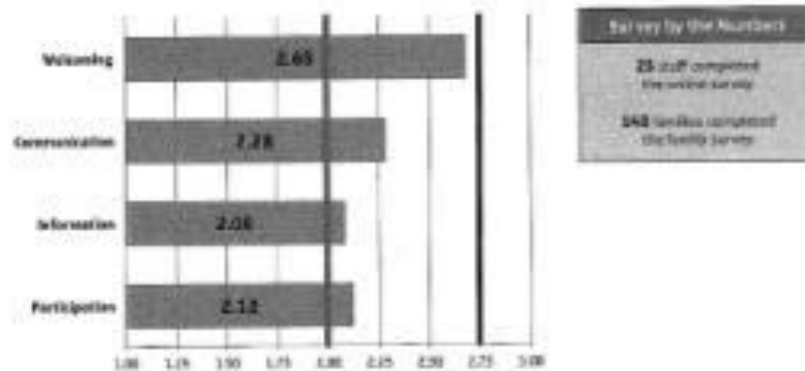
Core Beliefs About Family Engagement

In most schools, educators readily agree that families must be involved in their child's education and that school-home partnerships are very important. With such overwhelming agreement, why don't we find real partnerships in every school? The reality is that educators and families have many beliefs, attitudes, and fears about each other that hinder their coming together to promote learning. The answer to "Are school-home partnerships important?" tends to be "Yes, but...."

Before a school can create strong and effective partnerships with families, staff must believe not only that it's important but also that it can be done—and that they can do it. That means school staff must hold a set of positive beliefs about family engagement. In their book Beyond the Bake Sale (2006), Dr. Karen Mapp and Anne Henderson identify four Core Beliefs that are essential to successful family engagement efforts.

The Four Core Beliefs Are

CORE BELIEF 1: All families have dreams for their child and want the best for them.
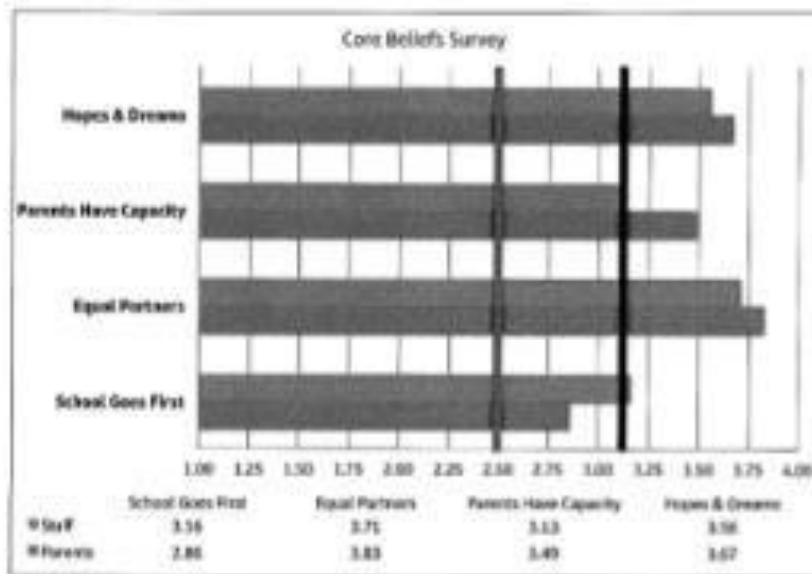
CORE BELIEF 2: All families have the capacity to support their child's learning.

CORE BELIEF 3: Families and school staff should be equal partners.

CORE BELIEF 4: The responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders.

The surveys that were part of the FEA included questions asking families and staff members how much they agree with these four Core Beliefs. The following chart illustrates the responses of school staff and families. The lowest score possible is 1.00, while the highest score possible is 4.00. The closer the score is to 4.00, the more strongly people agree with the statements. A score of 4.00 would mean everyone answered the item "strongly agree," while a score of 2.50 would indicate that half of the respondents agree with the statement and the other half disagree with the statement.

In the following chart, if the scores are to the left of the yellow line (2.50), this means more than half of the respondents "disagree" or "strongly disagree" with the statements. If the scores are to the right of the blue line (3.10), this means that approximately 80% or more of the respondents "agree" or "strongly agree" with the statements.

Core Beliefs Survey

	School Goes First	Equal Partners	Parents Have Capacity	Hopes & Dreams
Staff	3.16	3.71	3.13	3.56
Parents	2.86	3.83	3.49	3.67

School Visit Highlights

- There is a welcome board in the front office with helpful information for families.

Showing teachers' missions and goals for the school year is a great way to welcome families.

- Staff was warm and welcoming during onsite visit. Everyone encountered throughout the building was friendly and helpful.
- School is warm and welcoming at front entrance. The parent board, parent and child reading corner, and the "We Promise To" graphic on the wall set a welcoming and inviting tone for families and visitors.

What the Data Suggest

- Average participation rate by families in Family Engagement Assessment—42% of families completed the parent survey.

7 Family Engagement Assessment

Showing teachers' missions and goals for the school year is a great way to welcome families.

- Before we can create strong and effective partnerships with families, we have to believe not only that it's important to do so, but also that it can be done—and that we can do it. This means that it is necessary for school staff to hold a set of positive beliefs about family engagement. The data from the Core Beliefs Survey indicate school staff do not hold a set of positive beliefs about family engagement, specifically on parents' capacity to support their child's learning and the school's responsibility for building effective school-home partnerships.

- There is a lack of a systemic effort to engage families in student learning. Family engagement strategies seem random and disjointed rather than comprehensive and connected to overall school and student goals.

- Quality school-home communication is distributed frequently to families. However, family communication is mostly one-way and lacks a strong connection to supporting student learning. The data suggest few opportunities to engage families in two-way communication and strategies to support student learning. This often happens when there is a lack of training and capacity-building for staff and families on how to support student learning

- Family engagement at ▇▇▇ focuses more on welcoming families to the school and communicating with families than on supporting student learning. There is strong support for family engagement from the top down, and everyone feels comfortable visiting the school, but engaging families in meaningful ways goes beyond the schoolhouse door. ▇▇▇ would benefit from intentionally engaging families in ways that are more directly connected to the learning process.

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- There is minimal evidence of learning throughout the hallways of ████. There are many blank walls that are prime spots to showcase and spotlight school and student learning achievements. As you walk through the building, you want all families and visitors to know that ████ Elementary is a house of learning. Take every opportunity to show evidence of learning for all grade levels throughout the building and ensure the content is labeled and connects back to the curriculum, standards, or assessment practices. The large glass cases by the classrooms are perfect for showcasing evidence of learning.

- There is strong foundation and administrative support to engage families in partnership. It is obvious from the practices observed during the on-site and website review that engaging and including families as partners in student learning is an

Display cases are more effective if used to show student work and evidence of learning, rather than arranged for decoration.

important strategy to increase student achievement at ████ Elementary. While this is a great start, the data also suggest more work needs to be done to assist teachers to consistently engage families as partners in their child's learning. Families

commented frequently about wanting more individualized information about their child's academic performance to support learning at home.

Moving Forward

- Adopt a more positive mindset about family engagement. Instructional staff must absolutely believe that families want to support their children and that this support or partnership can make a significant difference in a child's educational experience.

- Differentiate strategies to meet the individual needs of families.

- Provide professional development for instructional staff so they understand how to engage families in ways which:

    - Link families to the learning that is taking place in the classroom;

    - Help families develop strong, positive relationships with school staff;

    - Develop the skills of families to help their child learn;

    - Allow families to network with other families of students in their child's classroom; and

    - Provide families with practice and feedback on activities that they can do at home with their child to support learning.

- Design and implement family engagement events that are linked to learning and provide multiple opportunities for families to observe high-quality modeling, engage in numerous rounds of practice, and receive meaningful feedback on new skills.

- Parent comments on the family survey overwhelming demonstrated a desire to be more engaged in their child's learning. Many parents expressed frustration that they want to help their child be more successful but don't know how. Embed strategies like the "Ask Me How" into weekly newsletters and website features. To take this feature to the next level, consider adding video clips or vignettes to demonstrate ways the "Ask Me How" questions can lead to more in-depth conversation or video clips of families modeling how they've implemented the "Ask Me How" in their home.

- Maintain the activities that help families feel welcome in the school. Reach out and invite families that are not as active as others. You may need to make multiple invitations to build the trust that is sometimes necessary to engage families who have not participated in school events or activities in the past. Utilize active and engaged families as ambassadors to cultivate partnerships and engage other families.

- Some of the instructional staff indicated that time and money (grant funding reduced/ eliminated) was a barrier to developing or implementing effective family engagement initiatives. Consider allocating regular faculty meeting time to discuss family engagement; successful strategies; challenges; with opportunities to brainstorm potential solutions; and promising practices in the field. Invite community partners to your meetings to leverage partnerships and resources for engaging families.

- Effective family engagement is not about doing more, adding more to your plate, or only working on it when you have additional funds or resources. It is an essential strategy in our school reform efforts and should be prioritized as such. We recommend assessing the activities, initiatives, and strategies you currently use to engage families, and retooling the ones with little to no impact into ones that are more intentionally aligned to learning and will maximize impact.

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- Building trust with families is a critical piece in creating a successful learning environment. An important first step to build this trust is for teachers to understand the parent perspective. Teachers can build this understanding by:

  - Communicating in more ways than one. Find out the best ways to contact the family. What may work for one family may not work for another family.

  - Communicating often. Constant communication is the key to building trust with families.

  - Following up and following through on commitments. If you tell a parent you will reach out to him or her, make sure to follow through and reach out when you say you will.

  - Focusing on the child's education. The child's education should always be the priority when engaging with families.

GOAL 1: WELCOMING

Your Score

Definition	Score	Rating
Procedures are in place to accommodate family visits to the school.	2.61	Emerging
School personnel help families to feel comfortable.	2.19	Emerging
Families' cultures and languages are respected.	3.04	High
Overall Score	**2.63**	**Emerging**

Commendations

- School administrator communicates to staff the importance of creating a welcoming school culture.
- Families overwhelmingly feel good about ████ and feel school personnel are friendly when they visit.
- Most families also report feeling comfortable communicating with their child's teacher about learning.
- School leader communicates to families that they are always welcome in the school as long as visitor policies are followed. She communicates the policy, procedures, and any updates to the policy in advance to families.
- Kudos to ████ for designating five parking spaces designated for visitor parking (see picture). The lot in front of the school isn't large, so we ended up parking on the street in front of the school. The school parking lot and entrance to the school is elevated from street level. It might be helpful to have signage on street level indicating where visitor parking exists and an arrow so families and visitors know where to go.
- There is a welcome sign displayed on the outside and inside of the front entrance. While there is a very low ELL population at the school, adding signage in other languages would be a nice show of respect to families of other cultures who move into the attendance area.

Designated space for visitors' cars is appreciated! Make sure families can see where these spaces are from the street.

Recommendations

- There is signage to the office; however, there are a couple of different doors that could be office entrance points. Consider adding arrows pointing to the main office entrance.

- Administration and staff should work together to develop a school-wide definition of family engagement. This will raise awareness, which often results in the merging of student learning with family engagement. Promote your definition to staff and families at every opportunity, much like a mission statement (i.e., through school-to-home communications, newsletters, staff meetings, website, etc.).

- The core of family engagement is respectful and trusting relationships between home and school. No meaningful family engagement can happen until these relationships of trust and respect are established. Work with staff to build their capacity to develop trusting, respectful relationships with all of the families in your school.

- To facilitate school transitions, ensure families are provided opportunities to participate in meetings, activities, and orientations to prepare.

- In addition to communicating to all staff how to make families and visitors feel welcome at the school, regularly monitor and assess the quality of implementation.

GOAL 2: COMMUNICATION

Your Score

Definition	Score	Rating
Contact between schools and families is frequent, comfortable, and two-way.	3.13	Emerging
Written and oral communications are clear and comprehensible.	3.46	Emerging
Print information is available, attractive, useful, and family/culturally friendly.	3.10	Emerging
Overall Score	**3.28**	**Emerging**

Commendations

- Families say staff at ███ respond to their concerns in a timely manner and know whom to contact if there is a question or concern.
- Families report they receive positive comments about their child from their child's teacher.
- Voicemail is returned promptly after Scholastic staff leaves a message during a Shopper Phone Call.

Recommendations

- It is important to remember that educators open the door to family engagement. With that in mind, ensure educators have made at least one positive contact—either by phone, email, or in person—with every family over the course of the school year.

- You may want to consider using an informal method, such as a suggestion box, to solicit family input on procedures, policies, concerns, and/or student achievement. In order to promote the importance of family feedback, combine the use of a suggestion box with an explanation of the school's interest in obtaining family feedback; and provide information to families on the topics for which the school would like their feedback. Posing specific questions or issues for response in the school newsletter, on the school website, or during a family/teacher meeting may serve to encourage family participation. Share the suggestion-box messages and how you are addressing them with the entire school community so parents understand the importance of their voice.

- Social media and digital technologies provide opportunities to connect with any family anywhere. These communication channels can provide instant updates, news and information about the school, and often allow families to provide feedback. Consider implementing school-based social media links to communicate with families on what is happening in the school, across grade levels, and in classrooms. We also recommend using social media to build families' capacity to support learning at home by sharing tips and strategies for ways that families can help their child learn.

- The school website is currently embedded within the district website. Due to this layout, there is minimal content on the ███ school site. While the ███ staff directory is shown as under construction, with a bit of tenacity, this reviewer found

four pages of contact information on ███████ staff, including phone and email. Consider adding staff contact information to the school site and ensure the contact information provided is consistent and complete.

GOAL 3: INFORMATION

Your Score

Definition	Score	Rating
The school provides resources and materials to help families learn about school goals, policies, and procedures.	2.04	Emerging
The school has programs and procedures to inform families about their child's classroom and activities.	2.12	Emerging
Families are kept current on their child's school performance.	2.09	Emerging
The school has programs and procedures to involve families in their child's academic achievement.	1.77	Low
The school has programs and procedures to inform families about available community resources.	1.86	Low
Overall Score	**2.00**	**Emerging**

Commendations

- Current newsletter is featured prominently on school website landing page.
- Families are well-informed about school policies and procedures.
- Families report knowing that there is a place in the school to get helpful information, materials, and resources.

Up-to-date newsletters are a great way to connect families to what's happening at school.

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Recommendations

- Consider providing a pre-assembled welcome packet for new families that includes a personal letter from the principal; staff contact information; information about parent organizations, volunteer opportunities, extracurricular activities; and information about specific school highlights, such as awards, athletics, and school academic performance. ████ Elementary provides families with a few generic documents and the handbook. It is important that whatever information is distributed to families is always of the highest quality and current. The handbook we received was out-of-date (two years old), with information from the former principal.

- To keep families connected with student learning, consider enhancing or including the following content on your website:

  - Individual classroom- or subject-area information. To establish consistency among what is posted on these pages, ensure that all teachers, at minimum, post a short bio and include information on yearly student learning objectives (organized by quarter), homework assignments, and ways for parents to be active participants in their child's education. For accountability, administration should review classroom pages on a consistent basis.

  - Curriculum section. Curriculum information is available only on the district web page.

  - School Key Term guide and Frequently Asked Questions link.

  - Parent Portal access on school site.

- Although families feel well-informed about their child's progress in grades and behavior, this doesn't always connect to understanding how to support a child's learning at home. Families would like specific strategies on how to support learning at home. To continue to enhance the practice in this area, consider the following:

  - Encourage all staff to share a quarterly curriculum outline with families to keep them informed about what students will be learning throughout the school year. Place the information in newsletters/class bulletins or on teacher web pages. Include a section on the outline that includes ways for families to support learning at home.

  - Model ways for families to engage in learning activities and provide several opportunities for families to practice these learning activities with other adults. Have families utilize social media to share how they've implemented new learning strategies.

  - Utilize social media to give families real-time access to what is happening in the classroom.

  - Educators could initiate two-way communication and allow families to feel more included in their child's learning by initiating a practice of sending student work home for review and comment. An additional strategy to assist families would be to include information on the individual learning style of the student to further engage families in supporting learning at home.

- Consider posting school performance data in a prominent location of the school and website. Ensuring families have accessible, understandable, and actionable data on school performance (in addition to data about their child's progress) provides families with a clear understanding of how the school is performing. Utilize your school data to convey to others your learning goals and that your school is a house of learning.

Scholastic recommends the following when posting school performance data:

* Create large data boards to ensure information is accessible and easy to view and read.
* Chunk information and provide context in simple language for posted data.
* Use bright colors and highlight important information.
* Use simple and easy to understand language. Limit usage of jargon and acronyms. If an acronym is used, take the time to define it.

- It is also important to remember that outreach and communication to families should be about promoting positive outcomes for students. Engage in a proactive practice of communicating with families when students show improvement and when they are succeeding, just as often as you do when students are struggling or when there are behavior challenges. The data indicate educators are much more likely to engage with families when there is a problem or concern.

- When implementing family engagement events, remember, just like with students it is important to individualize to accommodate families' varied needs. There is not a one-size-fits-all strategy for engaging families.

- Kudos to ▆▆▆ Elementary for designating space outside the main office for a Family Resource Board. It is in a prominent location of the school with great signage. The board is filled with procedural information for families. There is little information, tips, or strategies to build the capacity of families to support their child's learning. Consider adding more materials and resources families can use to support learning at home. We suggest adding information such as quarterly learning-at-home tips per grade level, sample comprehension questions, and examples of student writing samples at varied levels of development.

- We understand allocating space for a FRC at ▆▆▆ is challenging. There are several areas in the school that could possibly be turned into a FRC. One such area is left of the front entrance. Right now there is some comfy seating and books for students. The space is ample to add additional seating (a table, perhaps) and additional resources. The library is also quite large, so an area in the library could be designated as a resource area for families.

- Teachers should be encouraged to have a list of important community numbers (tutoring and homework assistance, counseling services, and social and financial assistance) and services provided on campus readily available for families in order to direct them to needed resources.

GOAL 4: PARTICIPATION

Your Score

Definition	Score	Rating
Individuals and existing documents support family input and ideas.	2.67	Emerging
Families and teachers meet and work together.	1.80	Low
Schools provide families with educational and volunteering options.	2.50	Emerging
Overall Score	2.33	Emerging

Commendations

- Families say ▇▇▇ Elementary is open to their suggestions and they are included in their student's learning.
- Families and teachers report attending events often at ▇▇▇
- Accommodations like translation, childcare, and scheduling meetings at a variety of times are consistently used to increase participation.

Recommendations

- Systematically seek parent ideas, perspectives, opinions, and questions about school and family roles in student learning. To increase parent participation, consider establishing a parent involvement action team composed of parents, staff, and administrators to implement ongoing parent involvement strategies.

- You can maximize parent participation at ▇▇▇ Elementary by involving parents in recruiting others. You can cultivate a positive word-of-mouth campaign by creating positive relationships with every family member you connect with, as they will be sure to spread the news about the wonderful opportunities available at the school.

- Parent engagement initiatives must be a part of a larger complementary learning structure. You should consider developing a parent engagement policy that outlines how the school will work with families to ensure they are connected to the learning process. You should align the policy with the school improvement goals. Parents should be a part of the team that develops the policy so that their perspectives are included.

- Educators say they do not schedule parents to assist in the classroom or with project/field trips. To facilitate this strategy for family engagement, survey parents on their talents in order to utilize them as active resources for learning and enhancing the school. Match their talents with extracurricular activities and volunteer opportunities. When possible, invite parents into the classroom to share their expertise and experience (cultural or technical background) with students.

- To strengthen and promote successful parent involvement best practices at your school, provide educators and staff with ongoing training opportunities in this area. Include training on how to communicate with families.

- Consider formal and informal events to help families connect with other families in order to build their social capital.

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PL GOAL 1: CONNECTION

Your Score

Definition	Score	Rating
Communication between the parent liaison, schools, and families is frequent, comfortable, and two-way.	1.00	Low
There is a shared understanding among administration, staff, families, and the parent liaison of position goals and responsibilities.	1.75	Low
Families and educators are aware of the services offered by the parent liaison and know how to access them.	1.00	Low
Overall Score	1.41	Low

Recommendations

- The parent liaison indicated that the goals for the position are not clearly defined. We encourage communication between the parent liaison, school administrator, and school district in creating a shared vision for the position, which includes articulating goals and expectations. Having clear outcomes will ensure instructional alignment and sustainability for this position in future years.

- It is critical that leadership conveys the academic value and support of the liaison position to the staff at ▇▇▇ Elementary. We encourage the school administrator to share with the entire staff the goals and vision for this position and how these goals are directly aligned to instructional strategies for creating a culture of high achievement at Butler Elementary. It may be a good idea to highlight key changes in the position or areas of focus for this coming year.

- Educators indicated they do not connect families to the services offered by the parent liaison. To establish a relationship between the parent liaison and educators, schedule time at a staff meeting for the parent liaison to present priorities and goals for the position, services and materials available, upcoming events, and contact information. Build in time at the meeting for a facilitated discussion, led by the school administrator, on how the liaison and educators can work together to increase student achievement at ▇▇▇ Elementary School. To ensure the staff is regularly updated on the services offered by the liaison, include this information in weekly staff bulletins, monthly newsletters, staff meetings, and posted in the teacher's lounge, and make sure to showcase and highlight collaboration success stories. Incorporating these methods will assist the parent liaison in fulfilling the responsibility of assisting teachers, staff, and families to develop strong partnerships and enhance two-way communication.

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PL GOAL 2: LINKED TO LEARNING

Your Score

Definition	Score	Rating
The parent liaison is used to inform families about academic standards, accountability, and state/federal legislation.	2.00	Emerging
The parent liaison is supported in developing programs and materials to involve parents with their child's academic achievement.	1.75	Low
Overall Score	**1.88**	**Low**

Recommendations

- The majority of educators responded that they do not collaborate with the parent liaison on ways for families to support learning at home. Encourage collaboration opportunities between educators and the parent liaison by communicating the importance and purpose of the parent liaison position and provide examples of ways in which collaboration can occur to increase student achievement. Some examples include co-creating and co-facilitating a workshop or training, conducting parent/teacher conferences together, and scheduling a home visit together. We recommend that the parent liaison spend time observing in classrooms and that teachers observe the work of the liaison. This helps to establish mutual respect and value for each position.

- In order for the parent liaison to be an effective parent coach, they should be provided with ongoing training, like educators, on interpreting data and understanding state and federal legislation, standards, and school/district assessments. Ensure the parent liaison is included in team meetings, staff meetings, school-site professional development, and district-wide professional development. Encourage the liaison to build time in his or her schedule for classroom observations to better understand the curriculum, instructional methods, and to make connections with students and teachers.

- Be mindful of how, when, and where the parent liaison position is used. To be most effective, the liaison should spend most of his or her time building the capacity of families to support their child's learning. The parent liaison has the same goal as a classroom teacher: increase student achievement. The only difference is the path to achieve the goal. Conduct a time study to review how the liaison spends his or her time and to assess the level of impact. Low-impact tasks include office coverage and clerical duties. High-impact duties include home visits and classroom observations.

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PL GOAL 3: INCLUSION

Your Score

Definition	Score	Rating
The parent liaison is a valued member of the educational team at the school.	1.99	Low
Collaboration exists between parent liaison and staff at the school.	2.93	Emerging
The parent liaison is included in key meetings at the school.	2.60	Emerging
Families take advantage of opportunities presented by the parent liaison.	1.87	Low
Overall Score	**1.84**	**Low**

Recommendations

- It is important for staff to feel they are valued team members of the school. When there is a lack of clarity on a position, people often feel undervalued and not supported. Use the new school year to ensure there is clarity on the position from the district level and intentionally communicate this to staff, families, and the community. Work with the parent liaison to embark on a marketing campaign to re-introduce the position to the school and the community.

- So that families, educators, and administrators at ███ Elementary utilize the parent liaison position to its full potential, it is recommended that the liaison begin to publicize the position among the administration, faculty, and community. Creating a brochure with information about the position, services, materials, upcoming events, etc., is an excellent way to market services. Include the brochure in the school Welcome Packet and also place it in a prominent area of the school. Encourage staff and faculty to distribute the brochure to families and community members. Another suggestion is to devote a section of the website to parent resources. Included in the section would be an introduction to the liaison, contact information, upcoming classes, and services available. Make sure to also publicize the parent liaison's position by posting services, available hours/days, and upcoming school events at the front office and other areas of the school that families frequent.

Qualitative Secondary Analysis Rubric

Instructions. Circle each criterion of preexisting qualitative data using the following rubric. A cumulative sum of circled criteria is used to suggest the extent of data quality, sufficiency and fit for secondary analysis.		
Assessment Criteria		
Fit and relevance of dataset to present research		
Fully met	Partially met	Not met
• Preexisting data are centered around only topic of interest. • Topic of interest is logically linked to dataset. • Secondary research questions are built upon aims and objectives of primary study. • Participants of original study describe/report on issue of interest. • Participants of original study report/describe various aspects of topic of interest. • There is strong evidence that participants of original study experienced topic of interest. • Original research background is relevant to topic of interest. • Secondary research questions are written broadly to limit the influence of personal biases on data reading.	• Preexisting data are centered around the topic of interest along with other topics. • Topic of interest is somewhat logically linked to dataset. • Dataset contains information to partially answer secondary research questions. • Participants of original study briefly describe/report on topic of interest • There is some evidence that participants of original study experienced topic of interest. • Original research background is somewhat relevant to topic of interest. • Secondary research questions are written somewhat broadly.	• Preexisting data have little or no evidence of topic of interest. • Topic of interest is not linked to dataset. • Dataset has little or no information to fully answer secondary research questions. • There is very little or no evidence of participants of original study experiencing topic of interest. • Original research background is not at all relevant to topic of interest. • Secondary research questions reflect personal biases or predisposition of secondary research findings.

General quality of dataset		
Fully met	Partially met	Not met
• Preexisting data are rich and descriptive of topic of interest. • Data include participants' insights, experiences, and reactions to topic of interest. • Data are collected via numerous data collection instruments. • Secondary researcher, if not the author of primary study, has full access to dataset and its accompanying documentation. • Dataset documentation (tapes, transcripts, protocols, notes) is sufficient to fully answer secondary research questions. • Dataset documentation (tapes, transcripts, protocols, notes) is present in sufficient quantity that allows for data saturation. • Dataset documentation reflects the type of sample, its size, demographics and, if possible, geographic descriptors, recruitment and consent procedures. • Transcription of interview/focus group data is accurate and has no or minimal typographical errors, incomplete sentences, and/or missing words. • Interview/focus group transcriptions are accompanied by transcription protocols that include instructions for	• Preexisting data are somewhat descriptive of topic of interest. • Data include participants' incomplete/underdeveloped insights and limited experiences of topic of interest. • Dataset consists of two or three types of data. • Secondary researcher, if not the author of primary study, has partial access to dataset and its accompanying documentation. • Dataset documentation (tapes, transcripts, protocols, notes) is sufficient to only partially answer secondary research questions. • Dataset documentation (tapes, transcripts, protocols, notes) is present in somewhat sufficient quantity that allows for partial data saturation. • Dataset documentation reflects the type of sample, its size and demographics. • Transcription of interview/focus group data has some typographical errors, incomplete sentences, and missing words making generation of meaning challenging. • Dataset includes some transcription protocols with some instructions for transcribers to address inaudible text	• Preexisting data have minimal or no details about topic of interest. • Participants' insights and/or experiences are irrelevant to topic of interest. • Dataset consists of one type of data (interview, focus group, observational, or documents). • Secondary researcher, if not the author of primary study, has limited access to collected data. There is little or no access to the documentation, accompanying the original study (research background description, sample design, data collection protocols, etc.). • Dataset documentation (tapes, transcripts, protocols, notes) is presented in limited quantity and allows for little or no data saturation. • There is little evidence of the type of sample, its size or demographics. • Transcription of interview/focus group data has many typographical errors, incomplete sentences, and/or missing words making generation of meaning impossible. • Dataset includes few or no transcription protocols with little or no instruction for transcribers to address inaudible text segments, overlapping

transcribers and decisions addressing inaudible text segments, overlapping speech, unfamiliar terminology, and language-specific nuances. • Dataset includes many instances of information restating, summarizing, and/or paraphrasing of participants' insights to assure collected data are correctly recorded and understood. • Access to participant contact details is available to only the author of primary research. • When secondary analysis research is conducted by the author of primary study, consent form allows for reconnecting with study participants to clarify characteristics of original research and/or complete missing information.	segments, overlapping speech, unfamiliar terminology, and language-specific nuances. • Dataset includes some instances of information restating, summarizing, and/or paraphrasing of participants' insights to assure collected data are correctly recorded and understood.	speech, unfamiliar terminology, and language-specific nuances. • Dataset has a couple or no instances of information restating, summarizing, and/or paraphrasing of participants' insights to assure collected data are correctly recorded and understood.

Trustworthiness of dataset

Fully met	Partially met	Not met
• Dataset includes detailed description of primary research questions, study aims and objectives. • Dataset includes detailed description of primary research timeframe, its settings, and data collection settings. • Dataset includes credentials and institutional affiliations of team members who conducted primary research.	• Dataset includes some description of primary research questions, study aims or objectives. • Dataset includes some description of primary research timeframe, its settings, or data collection settings. • Dataset includes incomplete credentials or institutional affiliations of team members who conducted primary research.	• Dataset includes little or no description of primary research questions, study aims or objectives. • Dataset includes little or no description of primary research timeframe, its settings, or data collection settings. • There is no information about credentials or institutional affiliations of team members who conducted primary research.

Timelines of dataset

Fully met	Partially met	Not met
• Secondary researcher, if not the author of primary study, has full access to timeline of research initiation, data collection, and analysis. • Data points and protocols of data collection are time-stamped. • Data are current and/or relevant to present day topic of interest.	• Secondary researcher, if not the author of primary study, has some access to timeline of research initiation, data collection, or data analysis. • Either data points or protocols of data collection are time-stamped. • Data are somewhat current and/or relevant to present day topic of interest.	• Secondary researcher, if not the author of primary study, has limited or no access to timeline of research initiation, data collection, or analysis. • Data points and protocols of data collection are missing time stamps. • Data are outdated comparing to present day topic of interest.

Sherif, Victoria (2018). Evaluating Preexisting Qualitative Research Data for Secondary

Analysis [37 paragraphs]. *Forum Qualitative Sozialforschung / Forum:*

Qualitative Social Research, *19*(2), Art. 7, http://dx.doi.org/10.17169/fqs-

19.2.2821.

Appendix C

Scavenger Hunt

Scavenger Hunt

Directions: Read through the statements on this list and then conduct a scavenger hunt through your building to find evidence that shows how the statement does or does not describe your school. Collect evidence that you will bring to the next workshop to illustrate how you decided if each statement describes your school or not. Use the reflection questions at the end of this document to summarize what you discover during your scavenger hunt.

Statement	Does the statement describe your school?	What is your proof?
1. Friendly signs inside and out welcome families and visitors and explain how to get around the building.	☐ Yes ☒ No	- Welcome signs - more map - which door signage
2. Front office staff are friendly—recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.	☒ Yes ☐ No	- signage - visitor tags
3. There is a comfortable family resource or community schoolroom stocked with books, games, and educational information that families can borrow and where parents can meet.	☒ Yes ☐ No	• what is the expectation - add computer - donations
4. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it meets.	☒ Yes ☐ No	• add benchmark to data well • add at grade level student work • in classrooms as well • parent nights
5. All programs and activities for families focus on student achievement—they help families understand what their children are learning and promote high standards.	☐ Yes ☒ No	
6. Special workshops, learning kits, and other activities show families how to help their children at home—and respond to what families say they want to know.	☐ Yes ☒ No	
7. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.	☐ Yes ☒ No	• Newsletter -one way

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Dr. Karen Mapp Family Engagement Series: Workshop 1   9

Statement	Does the statement describe your school?	What is your proof?
8. Teachers or advisors make personal contact with each family at least once a month.	[] Yes [X] No	- Dojo
9. A family liaison helps teachers connect to families and bridge barriers of language and culture.	[] Yes [X] No	
10. The school is open and accessible—it is easy for parents to meet with the principal, talk to the teachers and counselors, and bring up issues and concerns.	[X] Yes [] No	• Directory → Doesn't Ring to right room
11. Families can regularly observe in the classroom and/or see teaching demonstrations.	[] Yes [X] No	• Didn't know it was an option
12. Articles in the school newsletter and on the website discuss what students are doing in class and include tips on helping at home.	[X] Yes [] No	• Tips ot home - Not there year
13. A regular feature in the newsletter or on the website describes interesting approaches that teachers are using in class.	[X] Yes [] No	sharing by Grade level
14. The articles in the newsletter use data about the school, such as attendance rates and test results, and describe how the school is working to make improvements.	[] Yes [X] No	Generally - Not Data
15. Student achievement data are shared with families in ways that solicit their ideas about how to improve achievement.	[] Yes [X] No	Shared - solicit ideas - No
16. Front office staff are warm and welcoming to all families and visitors and compliment family members on their contributions.	[] Yes [X] No	
17. The school handbook and website show how the school is organized and provide information for contacting school staff.	[] Yes [X] No	Pictures Not - Positions included - Not updated
18. There is a clear written process for resolving complaints or problems, and all families know how to use it.	[] Yes [X] No	Not even sure where to find it

Statement	Does the statement describe your school?	What is your proof?
19. If your school is a middle school, all sixth-grade families get information about what courses are required for college or other postsecondary education, and what students should take in middle school to qualify for those courses in high school.	☐ Yes ☐ No	
20. If your school is a high school, all ninth-grade families get a college- or career-planning handbook that contains an individual graduation plan and explains all the steps for applying to college. It also lists what courses are required for college admission.	☐ Yes ☐ No	
21. The school does an annual survey of parents to get their ideas about programs and policies. The survey is co-designed and tallied by parents.	☐ Yes ☒ No	Did a survey on family engagement
22. Families can learn how to vote and get a voter registration form in the school office.	☐ Yes ☒ No	Library cards?
23. A family resource center volunteer, school social worker, and/or other staff help families make connections to social services, such as a food bank, a medical clinic, or housing assistance.	☒ Yes ☐ No	- mentors - Food Bank ⎤ brochures - Dr offices ⎦ - United Way - Volunteer for Resource Center

Chamber of Commerce

* You tube → Resources for Families

Family-School Partnerships-Parent Survey

Please check all the answers that you feel best represents the partnership between the school and our families. Please only complete this survey once.

Building Relationships

☐ Family Center is always open, full of interesting materials to borrow.

☐ Teachers contact families once a year.

☐ Better-educated parents are more involved

☐ Families do not "bother" school staff.

☐ Home visits are made to every new family.

☐ Parent coordinator is available if families have questions or need help.

☐ "Many immigrant parents don't have time to come or contribute."

☐ "Minority families don't value education."

☐ Activities honor families' contributions.

☐ Office staff are friendly.

☐ Staff are very selective about who comes into the school.

☐ Parents need security clearance to come in.

Linking to Learning

☐ All family activities connect to what students are learning.

☐ Teachers explain test scores if asked.

☐ Parents are told what students will be learning at Fall intake conferences.

☐ Curriculum and standards are considered too complex for parents to understand.

☐ Parents and teachers look at student work and test results together.

☐ Folders of student work go home occasionally.

☐ Parents can call the office to get teacher-recorded messages about homework.

☐ "If parents want more information, they can ask for it."

☐ Community groups offer tutoring and homework programs at the school.

☐ School holds curriculum nights 3 or 4 times a year.

☐ Workshops are offered on parenting.

☐ "We're teachers, not social workers."

☐ Students' work goes home every week, with a scoring guide.

☐ Staff let families know about out-of-school classes in the community.

BACK   NEXT

Addressing Differences

Please check all the answers that you feel best represents the partnership between our school and our families.

Addressing Differences

- [ ] Translators are readily available.
- [ ] Office staff will find a translator if parents ask in advance.
- [ ] "We can't deal with 20 different languages."
- [ ] "Those parents need to learn English."
- [ ] Teachers use books and materials about families' cultures.
- [ ] Multicultural nights are held once a year.
- [ ] "Parents can bring a translator with them."
- [ ] "We teach about our country-that's what those parents need to know."
- [ ] Butler Builders includes all families.
- [ ] "Minority" parents have their own group.
- [ ] "This school just isn't that same as it used to be."
- [ ] "The neighborhood is going downhill."
- [ ] Local groups help staff reach families.

BACK   NEXT

Supporting Advocacy

Please check all the answers that you feel best represents the partnership between our school and our families.

Supporting Advocacy

☐ There is a clear, open process for resolving problems.

☐ Principal will meet with parents to discuss a problem.

☐ School calls families when children have problems.

☐ Parents don't come to conferences.

☐ Teachers contact families each month to discuss student progress.

☐ Regular progress reports go to parents, but test data can be hard to understand.

☐ Families visit school on report card pickup day and can see a teacher if they call first.

☐ Problems are dealt with by the professional staff.

☐ Student-led parent-teacher conferences are held 3 times a year for 30 minutes.

☐ Parent-teacher conferences are held twice a year.

☐ Teachers don't feel safe with parents.

BACK   NEXT

Sharing Power

- [ ] Parents and teachers research issues such as prejudice and tracking.

- [ ] Parents can raise issues at Butler Builders meetings or see the principal.

- [ ] Principal sets agenda for parent meetings.

- [ ] Principal picks a small group of "cooperative parents" to help out.

- [ ] Parent group is focused on improving student achievement.

- [ ] Parent group sets its own agenda and raises money for the school.

- [ ] Butler Builders get the school's message out.

- [ ] Families are afraid to complain. "They might take out on my kid."

- [ ] Families are involved in all major decisions.

- [ ] Resource center for low-income families is housed in a portable classroom next to the school.

- [ ] "Parents are not experts in education."

- [ ] "Community groups should mind their own business; they don't know about education."

- [ ] Parents use the school's phone, copier, fax, and computers.

- [ ] Butler Builders can use the school office.

- [ ] Community groups can address the school board if they have concerns.

- [ ] Staff work with local organizers to improve the school and the neighborhood.

Evidence of Learning Rubric

EVIDENCE OF LEARNING RUBRIC

SCHOOL: **ASSESSMENT DATE:**

Variety

Evidence of Learning display/board is changed monthly	
❑ Not Yet	There is no change from previous month's display. (0 teachers display new evidence of learning)
❑ Making Progress	There is minimal change from last month. (1-7 teachers display new evidence of student learning)
❑ Almost There	Many teachers display new evidence of student learning (8-14 teachers)
❑ Nailed It!	Majority of teachers display new evidence of student learning. (15 or more teachers)

Relevance and Alignment

Evidence of Learning display is closely connected to current curricular unit and grade level standards	
❑ Not Yet	• Evidence of Learning displays are not relevant to curriculum or grade level standards • Standards/performance measure not indicated on display (0 teachers)
❑ Making Progress	• Some displays of learning are relevant to curriculum and grade level standards • Some displays indicate standards and performance measure (1-7 teachers)
❑ Almost There	• Many displays of learning are relevant to curriculum and grade level standards • Many displays indicate standards and performance measure (8-14 teachers)
❑ Nailed It!	• Majority of the displays of learning are relevant to curriculum and grade level standards • Most displays indicate standards and performance measure (15 or more teachers)

Showcasing Progress

Evidence of Learning displays showcase student progress and a variety of examples of progress towards mastery	
❑ Not Yet	• Evidence of Learning displays do not showcase student progress • Evidence of Learning displays do not showcase developmental path to mastery (0 teachers)
❑ Making Progress	• Some displays of learning showcase student progress • Some displays showcase developmental path to mastery (1-7 teachers)
❑ Almost There	• Many displays of learning showcase student progress • Many displays showcase developmental path to mastery (8-14 teachers)
❑ Nailed It!	• Majority of the displays of learning showcase student progress • Majority of the displays showcase developmental path to mastery (15 or more teachers)

Scholastic (2017)

Schoolwide Practices for Effective Family-School Partnerships Survey

Schoolwide Practices for Effective Family-School Partnerships

Welcoming: Are we building relationships with families to help all families feel...
-Welcome in the school?
-We care about their children?
-We want them to be partners in learning?

What we're doing well...

Your answer

Next steps...

Your answer

Schoolwide Practices for Effective Family-School Partnerships

Communication

Are systems in place for home-school communication that...
-Invite participation?
-Are easy to use?
-Foster two-way communication?
-Reach all families?

What we're doing well...

Your answer

Next steps...

Your answer

Schoolwide Practices for Effective Family-School Partnerships

Information

Do we share information that helps all families know...
-How to help their child manage their learning?
-The "Big 3" things that their child will learn in core classes?
-How well their child is doing on these?

What we're doing well...

Your answer

Next steps...

Your answer

Schoolwide Practices for Effective Family-School Partnerships

Participation

Do we empower families to...
-Access resources?
-Interact regularly with their child to support learning and literacy?
-Participate in school committees?
-Grow home libraries to 5-10 books per child?

What we're doing well...

Your answer

Next steps...

Your answer

Beliefs Survey-Staff

How much do you agree with the following statements? Please mark one answer for each statement. Answer as honestly as you can...your responses will be completely anonymous.

All families have dreams for their children and want the best for them.

- ○ Strongly Agree
- ○ Agree
- ○ Disagree
- ○ Strongly Disagree

All families have the capacity to support their children's learning.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly Disagree

Family and school/program staff should be equal partners.

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school/program staff, especially school/program leaders.

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

SUBMIT

Coding Instructions and Codebook for Secondary Coder
for Driver Level Analysis

1. Look at each source of evidence individually.
2. Read the descriptions for each code.
3. Determine which code it aligns to the most.
4. Each source of evidence will only be coded to one code.

Code	Description	Examples
Focusing Direction	The need to integrate what the system is doing	-goals established around family engagement -strategies listed for achieving goals -professional development focus on family engagement
Cultivating Collaborative Cultures	Oversees individualism by producing strong groups and strong individuals	-emails building capacity of staff and families -Facebook posts listing specific strategies families can use to support learning at home
Deepening Learning	Founded on new pedagogical partnerships	-newsletter information informing families of grade level expectations -professional development materials where family engagement core content is embedded
Securing Accountability	Developing capacity within the group that interfaces with the external accountability system	-data -data analysis -process for data collection

Appendix I: Coding Instructions and Codebook for Secondary Coder
for Sub-driver Level Analysis

1. Look at each source of evidence individually.
2. Read the definitions which describe the components.
3. Determine the code(s) to which it aligns.
4. Each source of evidence might be aligned to more than one code.

Sub-drivers and Components with Definitions for Focusing Direction

_____

Components	Definition

_____

Purpose Driven

Moral purpose/imperative	combine personal values, persistence, emotional intelligence and resilience
Focus	focus is not just matter of having uplifting goals. It is a process involving initial and continuous engagement

Goals that Impact

Connected	goals related to the work you are doing
Actionable	can be moved on right away and are measureable

Clarity of Strategy

Explicit	describes the degree of explicitness of the strategy, including precision on the goals, clarity of the strategy, use of data and supports
Change Climate	describes the degree to which a culture supports change by fostering trust, non judgmentalism, leadership, innovation and collaboration

Change Leadership

Directional Vision	emerges from working in partnerships to develop a shared purpose and vision and by engaging in continuous collaborative conversations that build share language, knowledge and expectations. As the group collaborates on the work, they internalize the concepts, share stories of success and build commitment.
Focused Innovation	Leaders need to set the directional vision, allow experimentation connected to the vision, put in mechanisms for learning from the work, and then establish ways to share

	the promising approaches across the organization.
Diffusion of Next Practice	As new ideas and approaches emerge, organizations need not only to build capacity but also to cultivate intentional ways to learn from the work. Building capacity needs a clear focus connected to student learning, effective practices and sustained cycles of learning.
Sustained Cycles of Innovation	leaders must foster cycles of innovation by attracting and selecting talent, providing a culture of trust and exploration, synthesizing the learning gleaned from the innovation, providing communication pathways vertically and horizontally in the organization, and celebrating each step of the evolving journey.
Balance Push and Pull Strategies	Great leaders read situations and people. They build strong relationships and seek feedback from all sources. These attributes given them insight into when to push or be assertive and when they need to draw people in or follow. The best leaders use push and pull in combination.
Build Vertical and Lateral Capacity	Change leaders are intentional in developing relationships, shared understanding, and mutual accountability vertically (at every level of the organization) and horizontally (across schools, departments, and divisions).

Sub-drivers and Components with Definitions for Cultivating Collaborative Cultures

Components	Definition
Culture of Growth	
Grow Internal Capacity	When the organization values the talent and expertise of its people, it creates leadership development strategies that grow internal capacity.
Support Learning Innovations and Action	
	leaders at the school, district and system levels are wise to evaluate policy and strategy decisions on three dimensions of quality, commitment and capacity to determine if the need for expediency is

greater than the opportunity for growing the organization's capacity as well as the messages their approach will send.

Leadership
    Foster Professional Capital   leaders encourage, respect, and honor professionals within the organization

    Leader Participates in Learning   leaders participate in learning opportunities right along with the remainder of the staff.

    Build Collaboration, Inquiry and Teams of Leaders   the leader builds collaborative teams of leaders where inquiry drives the work

    Build Collective Understanding and Engagement   the leader provides opportunities for the team to build collective understanding and engage with the new learning

Capacity Building
    Collective Efficacy   the leader who helps develop focused collective capacity will make the greatest contribution to student learning

    Common Knowledge and Skill Base the leader who helps develop focused collective capacity will make the greatest contribution to student learning

    Learning Partnerships   create communities of learners who develop common language, skills and commitment by building vertical and horizontal learning opportunities.

    Sustained Focus   staying focused on the same goal over an extended period of time

    Cycles of Learning   structured inquiry with intentional application in roles and reflection on impact

Collaborative Work
    Depth of Learning   When the design focuses on levels of awareness and understanding only, participants are passive learners. High-quality learning designs incorporate opportunities for participants to use the new skills or knowledge in safe environments and then in their roles and to get feedback from peers or coaches (practice).

    Degree of Collaborative Learning   continuum from completely individual through a range of learning partnerships to integrated collaborative work

Sub-drivers and Components with Definitions for Deepening Learning

Components	Definition
Clarity of Learning Goals	
New Knowledge to Solve Real Life Problems	new learning to solve problems that are real
Build Precision in Pedagogy	
Build Common Language and Knowledge Base	cultivate system-wide engagement by involving all levels of the system to capture and create a model for learning and teaching. Identify the learning goals and principles that underlie the learning process
Identify Proven Pedagogical Practices	analyze best practices currently used in the district and an examination of the research to validate the model.
Build Capacity	provide consistent and sustained capacity building based on research-proven practices to build precision in pedagogy
Provide Clear Causal Links to Impact	pedagogies should specify the two-way street between learning and assessment
Shift Practices through Capacity Building	
Model Being Lead Learners	they don't send people to capacity building sessions but learn alongside them
Shape Culture of Learning for All	culture that fosters an expectation of learning for everyone, take risks and making mistakes but learning from them all
Build Capacity Vertically and Horizontally	build capacity vertically and horizontally in the organization with persistence and single-mindedness until it affects learning

Sub-drivers and Components with Definitions for Securing Accountability

Components	Definition
External Accountability	any entity that has authority over you
Internal Accountability	taking responsibility for one's actions

Appendix J

Completed Pre-existing Qualitative Data Rubric

Instructions. Circle each criterion of preexisting qualitative data using the following rubric. A cumulative sum of circled criteria is used to suggest the extent of data quality, sufficiency and fit for secondary analysis.

Assessment Criteria

Fit and relevance of dataset to present research

Fully met	Partially met	Not met
• (Preexisting data are centered around only topic of interest.) ⦿ • (Topic of interest is logically linked to dataset.) ⦿ • (Secondary research questions are built upon aims and objectives of primary study.) ⦿ • (Participants of original study describe/report on issue of interest.) • (Participants of original study report/describe various aspects of topic of interest.) • (There is strong evidence that participants of original study experienced topic of interest.) • (Original research background is relevant to topic of interest.) ⦿ • (Secondary research questions are written broadly to limit the influence of personal biases on data reading.) ⦿	• Preexisting data are centered around the topic of interest along with other topics. • Topic of interest is somewhat logically linked to dataset. • Dataset contains information to partially answer secondary research questions. • Participants of original study briefly describe/report on topic of interest • There is some evidence that participants of original study experienced topic of interest. • Original research background is somewhat relevant to topic of interest. • Secondary research questions are written somewhat broadly.	• Preexisting data have little or no evidence of topic of interest. • Topic of interest is not linked to dataset. • Dataset has little or no information to fully answer secondary research questions. • There is very little or no evidence of participants of original study experiencing topic of interest. • Original research background is not at all relevant to topic of interest. • Secondary research questions reflect personal biases or predisposition of secondary research findings.

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General quality of dataset

Fully met	Partially met	Not met
• Preexisting data are rich and descriptive of topic of interest. • Data include participants' insights, experiences, and reactions to topic of interest. • Data are collected via numerous data collection instruments. • Secondary researcher, if not the author of primary study, has full access to dataset and its accompanying documentation. • Dataset documentation (tapes, transcripts, protocols, notes) is sufficient to fully answer secondary research questions. • Dataset documentation (tapes, transcripts, protocols, notes) is present in sufficient quantity that allows for data saturation. • Dataset documentation reflects the type of sample, its size, demographics and, if possible, geographic descriptors, recruitment and consent procedures. • Transcription of interview/focus group data is accurate and has no or minimal typographical errors, incomplete sentences, and/or missing words. • Interview/focus group transcriptions are accompanied by transcription protocols that include instructions for	• Preexisting data are somewhat descriptive of topic of interest. • Data include participants' incomplete/underdeveloped insights and limited experiences of topic of interest. • Dataset consists of two or three types of data. • Secondary researcher, if not the author of primary study, has partial access to dataset and its accompanying documentation. • Dataset documentation (tapes, transcripts, protocols, notes) is sufficient to only partially answer secondary research questions. • Dataset documentation (tapes, transcripts, protocols, notes) is present in somewhat sufficient quantity that allows for partial data saturation. • Dataset documentation reflects the type of sample, its size and demographics. • Transcription of interview/focus group data has some typographical errors, incomplete sentences, and missing words making generation of meaning challenging. • Dataset includes some transcription protocols with some instructions for transcribers to address inaudible text	• Preexisting data have minimal or no details about topic of interest. • Participants' insights and/or experiences are irrelevant to topic of interest. • Dataset consists of one type of data (interview, focus group, observational, or documents). • Secondary researcher, if not the author of primary study, has limited access to collected data. There is little or no access to the documentation, accompanying the original study (research background description, sample design, data collection protocols, etc.). • Dataset documentation (tapes, transcripts, protocols, notes) is presented in limited quantity and allows for little or no data saturation. • There is little evidence of the type of sample, its size or demographics. • Transcription of interview/focus group data has many typographical errors, incomplete sentences, and/or missing words making generation of meaning impossible. • Dataset includes few or no transcription protocols with little or no instruction for transcribers to address inaudible text segments, overlapping
transcribers and decisions addressing inaudible text segments, overlapping speech, unfamiliar terminology, and language-specific nuances. • Dataset includes many instances of information restating, summarizing, and/or paraphrasing of participants' insights to assure collected data are correctly recorded and understood. • Access to participant contact details is available to only the author of primary research. • When secondary analysis research is conducted by the author of primary study, consent form allows for reconnecting with study participants to clarify characteristics of original research and/or complete missing information.	segments, overlapping speech, unfamiliar terminology, and language-specific nuances. • Dataset includes some instances of information restating, summarizing, and/or paraphrasing of participants' insights to assure collected data are correctly recorded and understood.	speech, unfamiliar terminology, and language-specific nuances. • Dataset has a couple or no instances of information restating, summarizing, and/or paraphrasing of participants' insights to assure collected data are correctly recorded and understood.

Trustworthiness of dataset

Fully met	Partially met	Not met
• Dataset includes detailed description of primary research questions, study aims and objectives. • Dataset includes detailed description of primary research timeframe, its settings, and data collection settings. • Dataset includes credentials and institutional affiliations of team members who conducted primary research.	• Dataset includes some description of primary research questions, study aims or objectives. • Dataset includes some description of primary research timeframe, its settings, or data collection settings. • Dataset includes incomplete credentials or institutional affiliations of team members who conducted primary research.	• Dataset includes little or no description of primary research questions, study aims or objectives. • Dataset includes little or no description of primary research timeframe, its settings, or data collection settings. • There is no information about credentials or institutional affiliations of team members who conducted primary research.

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