

# Nevada's Family Engagement Framework

Alberto Quintero

Education Programs Professional

Nevada Department of Education





# Framework Advisory Committee

Organizations/Entities Represented	
Advisory Council for Family Engagement	Nevada Department of Education (Early Learning/Head Start, Family Engagement, McKinney-Vento, OSRLE, Title I, Victory)
Carson City School District (Professional Development)	Opportunity 180
Children's Cabinet	Regional Professional Development Program (Northern, Northwest, Southern)
Clark County Black Caucus	Scholastic
Clark County School District (FACES, McKinney-Vento)	The Public Education Foundation
Education Consultant	United Way of Northern Nevada and the Sierra
Nevada PEP	Washoe County School District (Curriculum and Instruction, Title I, Family-School Partnerships)

# Alignment with Standards and Frameworks

## National Standards for Family-School Partnerships



## The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



# Alignment with Evaluation

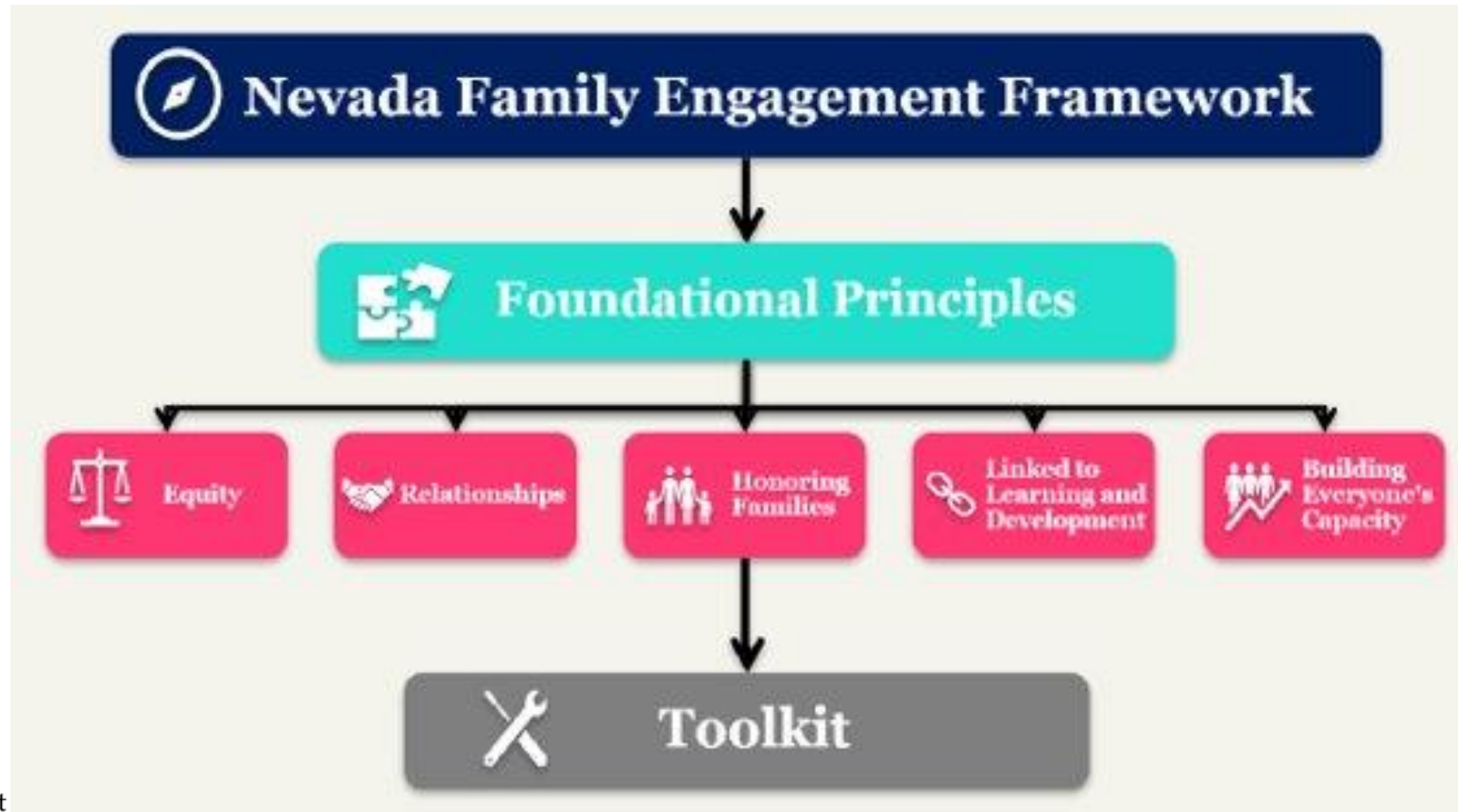
TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Commitment to the School Community	STANDARD 2 Reflection on Professional Growth and Practice	STANDARD 3 Professional Obligations	STANDARD 4 Family Engagement	STANDARD 5 Student Perception
Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	Indicator 1 The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.	Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	Indicator 1 The students report that the teacher helps them learn.
Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.	Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	Indicator 2 The teacher models integrity in all interactions with colleagues, students, families and the community.	Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	Indicator 2 The students report that the teacher creates a safe and supportive learning environment.
Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.	Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.	Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.	Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Manages Human Capital	STANDARD 2 Self-Reflection and Professional Growth	STANDARD 3 Professional Obligations	STANDARD 4 Family and Community Engagement
Indicator 1 The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance	Indicator 1 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice	Indicator 1 The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families	Indicator 1 The administrator involves families and the community in appropriate policy implementation, program planning, and assessment
Indicator 2 The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers	Indicator 2 The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices	Indicator 2 The administrator models integrity in all interactions with colleagues, staff, students, families, and the community	Indicator 2 The administrator involves families and community members in the realization of vision and in related school improvement efforts
Indicator 3 The administrator supports the development of teacher leaders and provides leadership opportunities	Indicator 3 The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community	Indicator 3 The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions	Indicator 3 The administrator connects students and families to community health, human, and social services as appropriate
Indicator 4 The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework		Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities	

# Foundational Principles



# The Framework

- The Goal of the Framework
- Definition of Family Engagement
- Everyone Plays a Role
- Parental Involvement vs. Family Engagement
- Why Family Engagement Matters
- Changing Mindsets

# Definition of Family Engagement

A shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning.

[PDF \(English and Spanish\) Link](#)



# In general...

Family engagement can be defined as a relationship between families and educators that is:

- **Ongoing** because it should span a child's educational journey from early childhood through 12th grade
- **Mutual** because the relationship should meet the needs of both families and educators, and promote meaningful **two-way communication**
- **Built on trust and respect** because these are essential components to any relationship, including relationships between families and educators
- **Focused on student learning and development** so that students are better prepared to face the challenges and opportunities of the 21st century

# Everyone Plays a Role



# Parental Involvement vs. Family Engagement

Even though parental involvement and family engagement are often used interchangeably, it is important to know there are key differences between the two.

- Parental involvement often relies on practices that may have less impact on student achievement, such as attending school activities, meeting with teachers, or helping with homework
- While family engagement focuses on educators and families partnering together for the learning and development of children
- Simply put, parental involvement is more about “doing to” parents and family engagement is more about “doing with” families

Nevada Department  
of Education



# Why Family Engagement Matters

Over 50 years of [research confirms](#) that family engagement in a child's education matters. Many studies have shown that regardless of income or background, family engagement leads to:

- Improvement in school attendance;
- Increased social-emotional skills;
- Higher grades and test scores;
- Higher enrollment in advanced programs;
- Increased graduation rates; and
- Higher college enrollment rates.

# Changing Mindsets

Family engagement demands a major [shift in mindset](#) from one of devaluing families to one of valuing families.

- Valuing family engagement means building on family strengths and cocreating with families.
- Research has proven negative assumptions about students' families to be a myth and that the different and innovative ways families engage in their child's learning often goes unrecognized.
- All families want what is best for their children and the most effective family engagement initiatives build upon families' strengths and funds of knowledge

# Toolkit

<b>Welcoming All Families</b>	
Learn more about the Standard <a href="#">here</a>	
<b>Goal 1:</b> Creating a welcoming environment	
<b>Goal 2:</b> Building a respectful, inclusive school community	

- ❖ Educators value, respect, welcome, and encourage children and families of all diverse cultural backgrounds to become active members of the school. They view families, and children as valuable assets.
- ❖ Families feel they have voice and a sense of belonging.
- ❖ Children and youth feel accepted and know the people around them care about them.

High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p><b>Home visits</b> Educators establish strong, positive relationships with families by visiting their home or an agreed upon location. (Adaptable via virtual option)</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> <li>📌 <a href="#">The Parent Teacher Home Visit Project + Research</a></li> <li>📌 <a href="#">Parent Teacher Home Visits (Washoe County School District)</a></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Birth–PreK</li> <li><input checked="" type="checkbox"/> K–Grade 5</li> <li><input checked="" type="checkbox"/> Grade 6–Grade 8</li> <li><input checked="" type="checkbox"/> Grade 9–Grade 12</li> </ul>

# Questions?

