


CRIOP FAMILY COLLABORATION GUIDANCE

Collaborating with families is an integral component of culturally responsive instruction. Promoting open communication between families and the teacher, developing partnerships with parents and caregivers, and valuing families' "funds of knowledge" are culturally responsive practices that build family collaboration (Seitz, 2011). CRIOP indicators of family collaboration and descriptions of culturally responsive and non-responsive practices are listed below.

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:
1. The teacher establishes genuine partnerships (equitable relationships) with parents/ caregivers	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child There is evidence of conversations with parents/caregivers where it's clear that they are viewed as partners in educating the student <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Educator makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions Educator makes an effort to communicate with families in their home languages (e.g., learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.) 	<ul style="list-style-type: none"> Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction No effort made to establish relationships with caregivers There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction All communication with families is in English.
2. The teacher reaches out to meet parents in positive, non-traditional ways	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Educator conducts home visit conferences Educator makes "good day" phone calls and establishes regular communication with parents <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Educator plans parent/family activities at locations within the home community Educator meets parents in parking lot or other locations that may be more comfortable for them 	<ul style="list-style-type: none"> Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) Educator conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)

3. The teacher encourages parent/family involvement	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Parents are encouraged to be actively involved in school-related events and activities • Parents/caregivers are invited into the classroom to participate and share experiences <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.) 	<ul style="list-style-type: none"> • Parents/caregivers are never involved in the instructional program • There is no evidence of home/family connections in the classroom
4. The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	<p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Educator identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.) 	<ul style="list-style-type: none"> • Families' "funds of knowledge" are never identified

Adapted from the CRIOP instrument: Powell, R., Cantrell, S. C., Correll, P. K., & Malo-Juvera, V. (2017). Culturally Responsive Instruction Observation Protocol (4th ed.). Lexington, KY: University of Kentucky College of Education.

<p>II. FAMILY COLLABORATION</p> 	<p>Educator moves that support family collaboration</p> <ul style="list-style-type: none"> • Asks students for feedback on the effectiveness of instruction • Gives students effective, specific oral and written feedback that prompts improved performance <p>Videos</p> <p>Parent Perspective Videos - Parent Voices on Parent Involvement Series (Pacer Center)</p> <p>BPS Parent University</p>
--	--

Considerations for Using the CRIOP with Families

Collaborating with families is an integral component of culturally responsive instruction. Promoting open communication between families and the teacher, developing partnerships with parents and caregivers, and valuing families' "funds of knowledge" are culturally responsive practices that build family collaboration (Seitz, 2011). One way to engage parents and community members is by inviting them to observe and participate in the learning environment. The CRIOP tool can be used to help families and community members learn more about how the school operates and provide feedback on how to improve the learning environment.

Considerations

- Use the Culturally Proficient Family Engagement Planning Tool
- Share the tool and purpose for the walkthrough in a family-friendly overview prior to the walkthrough
- Walkthroughs should center the importance of family and community perspectives and feedback on ways the school can improve
- Walkthrough debriefs should give families and community members the opportunity to discuss their observations and informally share feedback.

Culturally Proficient Family Engagement Planning Tool

This step-by-step guide is based on thousands of hours of dialogue with diverse leaders, teachers, and families from various organizations and schools. It offers school and district leaders reflective questions and thoughtful considerations, in demonstrating cultural competence in the planning and development of racially conscious and culturally responsive family engagement opportunities.

Step	Guiding Questions	Considerations	Reflections & Actions
1. What is the event or engagement?			
2. Create Goals and Outcomes	<i>Why do you want families to engage and what's in it for them?</i>	<p>Define what you want to accomplish.</p> <ol style="list-style-type: none"> 1. Are we beginning from a mindset of involvement vs. engagement? 2. What's most important for families, the school, and/or office to make sure happens as a result of the engagement? 3. What will the families get out of engaging? 4. How do we learn what's important to all of our families? 	
3. Identify Target Audience	<i>What families do you need to most engage with to meet your goals?</i>	<ol style="list-style-type: none"> 1. When engagement is planned for "all" families without specifically considering our families of color, we are likely to continue to marginalize the families we need to most engage with. 	
4. Understand the Barriers to Engagement <u>Structural Barriers Worksheet</u>	<i>What are the barriers to effectively engaging with the target audience?</i>	<ol style="list-style-type: none"> 1. Often, meeting organizers plan, "as usual" from a dominant cultural lens, and then try to fit their families of color into the plan. 2. Begin with a discussion about barriers, perceived and actual, for the target families. 3. Consider ways in which we might be creating barriers with our perceptions, behaviors, practices, and policies. 4. It makes sense for marginalized families to be skeptical and distrustful. Anticipate this and fight the urge to defend. 	
5. Setup and Implementation	<i>How can we effectively reach our</i>	Your engagement plan will look differently depending on the goal and target audience.	

<p><u>Considerations for Creating Culturally Responsive Parent Presentations</u></p> <p><u>Creating Culturally Responsive PowerPoint</u></p>	<p><i>audience with our engagement plan?</i></p>	<ol style="list-style-type: none"> 1. Does the plan(activities, interactions) pay attention to language and power dynamics between staff and families, and between families from different socioeconomic, educational, and racial backgrounds? 2. How do we validate our families of color? 	
<p>6. Create an effective communication strategy</p> <p><u>How to Create a Culturally Responsive Flyer</u></p> <p><u>Considerations For Writing Documents to a Diverse Community</u></p>	<p><i>Does your target audience know the engagement is for them?</i></p>	<p>Outreach must be tailored to your target audience in order for your message to be effectively received, and acted upon.</p> <ol style="list-style-type: none"> 1. Are we providing access to the information for our target families? 2. Does our outreach plan include multiple forms of communication? 3. Are messages (written/verbal) free of jargon and acronyms? 4. Mix text and graphics to help convey the information 5. Relevant languages 	
<p>7. Evaluate</p>	<p><i>Did the interaction meet the goal(s) and was it worth it to our families of color?</i></p>	<p>It is necessary to evaluate if families considered your event or engagement an effective use of their time. Feedback can be used to inform and improve future planning. You may also choose to use the information to respond to feedback directly or create a FAQ for distribution.</p> <ol style="list-style-type: none"> 1. How will you evaluate family satisfaction? 2. How will you intentionally gauge responses from families of color? 	

Adapted from MCPS Study Circles Program -- Culturally Proficient Parent Engagement

Examples

<p>4. Understand the Barriers to Engagement</p>	<ul style="list-style-type: none"> • A large group setting is intimidating • Families have different networks than established groups • The time of meetings are not conducive to many families or it is difficult to get to • The topic does not connect to the target audience • Families do not feel comfortable asking questions • Parents feel stupid when they don't understand the content or the process being used • Families come from cultures and communities where it would have been considered rude to advocate or question school staff • Families are fearful of government • Parents worry that their questions will make them seem "Angry" or have consequences for their children.
<p>5. Create the Engagement Plan</p>	<ul style="list-style-type: none"> • Provide opportunities for families and staff to build connections with each other. • Interactive, interactive, interactive. "Stand and Deliver" never works. • Small groups are always better than large groups. • DO NOT USE EDUCATIONAL and BPS language. Even families who grew up in the United States don't know what terms like MCAS or ACCESS mean. Translating a document that doesn't make sense in English will not help families. • PowerPoints need to be simple. <i>Never</i> use a lot of words. Use a picture or a video to express your thoughts. • Handouts and PowerPoints need to be in the language of your target audience. • Greet everyone at the door. Give everyone a nametag. • Decide if your target audience needs childcare to attend? Many schools have aftercare programs that will do child care for you. Others use high school students with adult/staff supervision. <u>Some families are more comfortable if their children are able to stay with them in the meeting or are at least within sight.</u>
<p>6. Create an effective communication strategy</p>	<ul style="list-style-type: none"> • Use a combination of flyers, ConnectEd calls, and personal outreach. • Make sure your communication conveys to the families that the engagement is being organized with their needs in mind. • The message should be parent-friendly and in the perspective of the families. What will the families get by this engagement? • Use <u>Writing to a Diverse Community</u> to help with your written communication. • Personal calls work best. Enlist families from the target group to help make calls • Motivate students to encourage their families to attend. For example, some elementary and middle schools provide ice cream to the grade with the most families in attendance • Remind families on the day of the meeting. Some elementary schools put a sticker on their students to remind families about the meeting. • Organize carpools. Some target groups are nervous about coming to the meeting on their own. Others simply do not have transportation.