

EDL560 M2 discuss and notes

My school was part of an implementation team for CoMTSS in the San Luis Valley and the first time I saw the Continuum of Impact (CDE, 2023), I realized the power of family involvement and best practices to achieve it. While we still do not have fantastic parent involvement, I am able to do most of the ideas at least once per year and many consistently. While I provide regular (weekly) communication with my families, I know they would benefit more from hearing from their child's teacher than their principal /director. Next week, we will be having a modeling of learning strategies event where we are drawing in families with food and door prizes and sending them off with reading games, books, and activities. High School students will also run some reading-related fun tasks for kids so parents have some time to look at learning progressions and benchmark data. We hope that this evening will also be a relationship-building and academic partnering opportunity. I have surveyed my families to have them come at the most convenient time and our fingers are crossed for a strong turnout. Do others have suggestions on how I can make this more attractive and increase our parent involvement?

Colorado Department of Education (CDE). (2023, July 18). *Continuum of High Impact Strategies*. Retrieved 3 23, 2025, from

<https://www.cde.state.co.us/familyengagement/highimpactstrategies>

Hi Molly, nice job summarizing the six components of the comprehensive partnership model as combined steps that build on each other. My experience is like yours that teachers tend to wait too long to reach out to parents. As you said, it leaves parents feeling out of the loop, but I also find teachers have also built up a list of situations by waiting so long and then the conversations get off on the wrong foot. I try to encourage my teachers to make the first call early in the year, and even better, do it when they have made a positive connection or have something else encouraging to share. My school has the advantage of no busses, so we get to see many parents curbside at pick up, and this has been disarming for both the parents and the teachers.

Wow Rachel, you packed so many great ideas into your discussion post! I would love to hear more about your PASS program, particularly if you know much about the early start-up process. While my school has been around a while, we are need some new energy and programs. Who runs this, lead teachers, or admin/student support team? How does your school fund it and attract parents? My school has hosted some positive parent-themed classes and guest speakers, and in April, we have a math and literacy night planned. We are hopeful for a strong turnout!

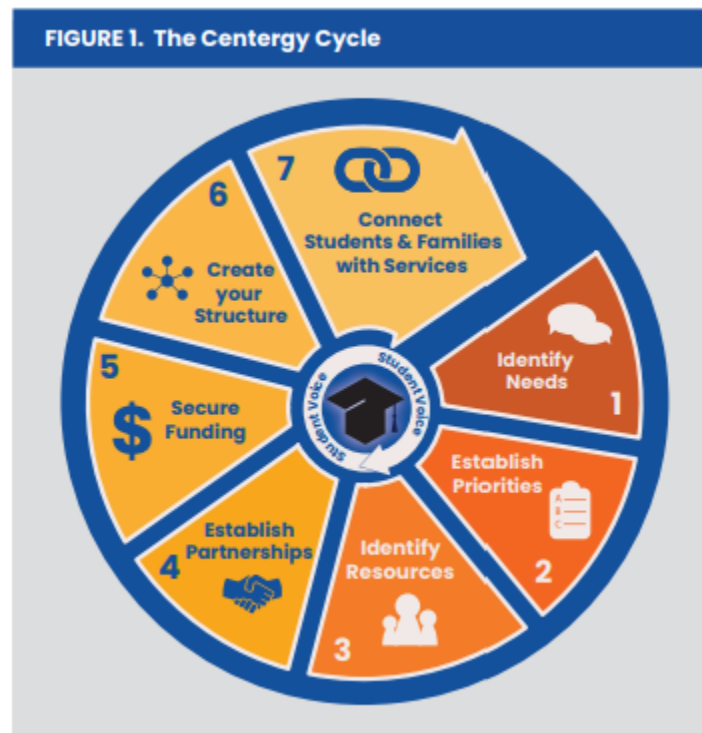
Families/caregivers benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Perhaps most important, families/caregivers benefit by becoming more confident about the value of their school involvement. Using the [Family-School-Community Partnerships \(FSCP\) Strategy Guide - Archived](#); [Family, School, and Community Partnerships](#) to discuss how you can how you can assist families/caregivers in

developing a greater appreciation for the important role they play in their children's education? Be sure to engage in dialogue with your peers and seek feedback.

Notes

Readings Required

- Colburn, L., & Beggs, L. (2022). [Cultivating hope through community partnerships](#). *Educational Leadership*, 80(1), 49–55.



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○ **Cultivating Hope Through Community Partnerships.**

○ **Authors:** Colburn, Leigh Beggs, Linda

○ **Source:** *Educational Leadership*. Sep 2022, Vol. 80 Issue 1, p49-55. 7p.

- Gallagher, J. (2023). [The three Cs of post-pandemic school leadership](#). *Educational Leadership*, 80(6), 70–74.

- named our new homework approach WRaP, for wonder, read, and play. We wanted children to have less after-school work and for that work to be primarily composed of reading, curiosity-based activities, and increased free play.
- The Masai tribe in Africa (O'Neill, 2021) greet each other routinely with a phrase that means, "And how are the children?" The response is, "All the children are well." The Masai recognize something of critical importance: that our communities' strength and wellness can only be judged by the wellness of the most vulnerable among us. We need to lead with care, and to consistently ask, "And how are all the children?"
- **The Three Cs of Post-Pandemic School Leadership.**

- **Authors:** Gallagher, Jennifer
- **Source:** Educational Leadership. Mar2023, Vol. 80 Issue 6, p70-74. 5p.

Recommended

- Waterford.org. (2023). [*How family engagement leads to student success.*](#)
- ["Preparing Teachers for Multicultural Classrooms."](#) Consider how you, as a principal, will help support your teachers in their multicultural classroom experiences.
- [Family Engagement Survey Overview Instructions](#)