



Establish **Healthy System Conditions**

*Engaging Stakeholders in the Continuous
Improvement Process*

Session Objectives



- Explain the four principles of authentic stakeholder engagement.
- Explain why and how the needs of students and families – especially those affected most by the pandemic – and the voices of teachers and leaders should be incorporated into decision-making for SY 2021-22.
- Explore steps and tools that will support LEAs and schools to plan and execute authentic stakeholder engagement in SY 2021-22 decision making processes.

Agenda



- ▶ What does it mean to authentically engage stakeholders in the SY 2021-22 planning process?
 - Why is it important to authentically engage stakeholders in the planning process?
 - How can I organize my stakeholder engagement efforts?
 - Closing reflection & commitments

Independent Reflection

- Think back to this time last year.
- As you were preparing to launch SY 2020-21, how did you engage stakeholders (families, students, leaders and teachers) in your decision-making processes?
- What strengths in your approach would you like to replicate this year? What would you like to improve as you prepare for SY 2021-22?

Impact on Decision-Making

INFORMING

Providing balanced, objective information about new programs, and updates during implementation.

CONSULTING

Inviting feedback on alternatives, analyses, and decisions related to new programs or services. Sharing how feedback has influenced decisions.

INVOLVING

Working with the community to ensure aspirations and concerns are considered at every stage. Sharing how their involvement has shaped decisions.

COLLABORATING

Enabling community members to participate in all aspects of planning and decision-making for new programs.

INCREASING AGENCY

Giving community decision-making authority over new programs, and allowing professionals to serve only in consultative / supporting roles.

Traditional Engagement

Community Engagement



Authentic engagement means that your stakeholders – families, students, leaders, and teachers – have opportunities to shape student experiences and act as co-designers and decision makers in key processes.

Authentic engagement rests on four key ideas.



Shared Vision

Work with stakeholders to develop a common vision for student success.



Intentional Culture & Diversity

Build trust by addressing bias and understanding the unique community context.



Authentic Collaboration

Share resources and data to help families and community organizations support student learning.



360 Communication

Prioritize ongoing communication and transparency and develop a healthy feedback loop.

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Who are our stakeholders in the SY 2021-22 planning process?

- Central office staff
- School leaders
- Teachers
- School support staff
- Families (Parents/Guardians)
- Students
- Community partners
- Other?

Why is student and family engagement so important?



- **Increased family engagement in education is linked to** readiness, higher grades, higher test scores, better attendance/fewer tardies, decreased suspension and expulsion rates, and the increased likelihood of high school graduation.¹
- A 15-year study of 400 Chicago schools found that schools with strong family and community ties, regardless of any other factors, were **four times more likely to improve in reading and ten times more likely to improve in math.**²
- In a study of Title I schools, **teachers who were “especially active” in engaging parents and sharing resources to support learning at home saw larger gains in student achievement, regardless of other factors.**³

References



1. Xitao, Fan & Michael Chen. "Parental Involvement and Students' Academic Achievement: A Meta-Analysis." *Educational Psychology Review* 13.1 (2001): 1–22. Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Annual Synthesis.* National Center for Family & Community Connections with Schools. Sheldon, S. B., & Epstein, J.L. (2002). Improving student behavior and school discipline with family & community involvement. *Education & urban society*, 35(1), 4-26.
2. Bryk, Anthony, et al. *Organizing Schools for Improvement: Lessons from Chicago.* Chicago: University of Chicago Press, 2010. Print.
3. Westat and Policy Studies Associates. 2001. *The Longitudinal Evaluation of School Change and Performance in Title I Schools.* Washington, DC: U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service.

Why is teacher engagement so important?



“You don’t know exactly what is going to work,” according to the report. “Nor is it clear that what works in one context will work in another. You want to let people closest to the ground innovate and then make sensible adaptations as they see what is working.”

- **Justin Reich, director of the MIT Teaching Systems Lab and author of the report Titled *Imagining September: Principles and Design Elements for Ambitious Schools During COVID-19***

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ABOUT THE TOOLKIT

BROWSE RESOURCES

ABOUT THIS TOOLKIT

The COVID-19 School Response Toolkit offers resources for navigating changes to school resulting from the pandemic.

At TNTP, we're doing everything we can to ensure that students have access to the educational opportunities they deserve while schools are closed during the COVID-19 (coronavirus) outbreak, and when they reopen. The pandemic is reshaping the future of school, and school leaders and educators have many issues to consider as education is rapidly changing. In this toolkit, we offer free resources to help adults in the school system navigate the wide range of challenges they're facing right now—from implementing strong at-home instruction while schools are closed, to working with their teams remotely, to finding virtual solutions to teacher recruitment, staffing, and professional learning, to planning for the residual effects of the pandemic in the coming school years.

We'll be adding new resources in the coming weeks and months. Sign up to be notified when we do.

[SIGN UP FOR UPDATES](#)

<https://tntp.org/covid-19-school-response-toolkit>



Reach Out

Start a dialogue with stakeholders now while plans are still being developed and before 2021-22 restart decisions have been made:



Establish strong two-way communication mechanisms with all stakeholders
(leaders, teachers, families and students).



Share information transparently with stakeholders and begin to set expectations
for the next school year early on.

Listen

Collect input on stakeholders' experiences, needs and preferences, as well as resources and support that are available from the broader community:



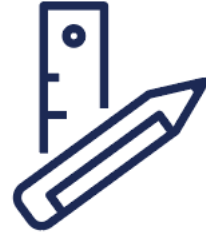
Collect data on educators', students' and families' experiences this year and their ideas, perspectives, and priorities for SY 2021-22.



Set up a diverse stakeholder committee to provide more detailed feedback during various stages of the planning process.



Stakeholder Surveys



Community Conversations

TNTP reimagine teaching

TNTP Fall Learning Experience Survey for School Year 2020-21

Family and Student Item Banks

If you are interested in surveying additional stakeholders (e.g. teachers, school leaders) and/or having TNTP administer the survey or create reports, please contact insight@tntp.org

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Community Conversation Planning Guide

About this Planning Guide

Community Conversations provide school systems a chance to go deeper with their stakeholders to understand their experiences, perceptions, and preferences. Although surveys are a critical start in this process, Community Conversations represent a tool for 360-degree feedback, wherein stakeholders are not simply asked their opinion, but they are also given the opportunity to share ideas for next steps and improvement.

TNTP developed this guide to support implementation of Community Conversations during a time of remote learning and social distancing. Although conversations with stakeholders are always essential, we believe they are especially so now. As such, this guide is tailored for use by school system leaders looking to gain more insight into their students' and family members' experiences during school closures and preferences for the reopening of school. Further, the guide focuses on engaging with families and students whose voices may not typically be captured through typical survey tools.

Steps and Considerations

These are the central steps and reflection questions you will need to answer to launch a Community Conversation. Although these steps may not be exhaustive, they should provide a basic outline of the decision points associated with the "who," "how," and "what" of these conversations. Remember as you move through the steps to always keep in mind how conversations can be used to both deepen relationships and broaden conversations with stakeholders in your community.

Step 1. Decide on community conversation objectives and participant groups

What are the essential questions where you need stakeholder input?
Consider your greatest challenges and opportunities and plan a Community Conversation around those. For example, you could assess stakeholder experience with remote learning during school closure, priorities for the coming school year, risk/safety measures, schedule preferences in the case of hybrid or continued remote learning, etc.

Community Conversations should elevate voices of groups and individuals who are not already represented through existing district groups, so choose topics that warrant further stakeholder input beyond what was gathered through surveys.

Who are the right stakeholders to engage through Community Conversations on these topics?
Community Conversations provide an opportunity to elevate voices of stakeholder groups who may be less likely to respond to surveys or whose survey responses warrant a deeper discussion. For the current scenario, we recommend engaging with 1-2 groups each of students and family members to start.

Step 2. Decide who will facilitate and the breadth of their role

For each stakeholder group, will the Community Conversation be managed internally (by the district) or externally (by a community-based organization (CBO) or other group)?
External groups such as faith-based organizations, non-profits, and service providers may have greater access to diverse stakeholder groups who are less likely to respond to district surveys or calls for feedback.

If the Community Conversation will be managed externally, what are the responsibilities of that CBO managing it?
The CBO will invite and confirm participants, manage the technology (e.g. zoom), and implement all aspects of Community Conversation. The CBO will be responsible for providing a recording and transcript of the groups to the district. Ownership of the community conversations by an external organization can vary according to the capacity of that organization. In some cases, the CBO may be responsible only for inviting and confirming attendees; in other

Work Time

- How will you ensure all stakeholders (leaders, teachers, families and students) have access to consistent, transparent updates about the current school year and the decision-making process for next year?
- How will you ensure all stakeholders (leaders, teachers, families and students) have genuine opportunities to give feedback on what is currently working/not working and upcoming decisions about SY 2021-22?

Assess

Review the data of stakeholders' experiences, needs and preferences, as well as resources and support that are available from the broader community:




Share feedback trends with all stakeholders (leaders, teachers, families and students).



Partner with internal and external stakeholders to address needs.



Sharing Stakeholder Feedback Reflection and Planning Guide

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Sharing Stakeholder Feedback Reflection & Planning Guide

Gathering feedback—from surveys, focus groups, town halls, or other means—is one of the most important components of community engagement. But, ultimately, what you do with the data is more important than the data itself. While you will of course use feedback to inform your decision-making at the district level, you also have an obligation to share the results with your community.

This isn't easy. The feedback will identify areas for celebration and will also surface results you're not as proud of—you may feel an impulse to share only the good news. But being transparent about the full range of feedback you heard is key to strengthening relationships with families and your community over the long run—a key to student success. If you regularly create meaningful opportunities for all voices to be heard—and families and communities know the role their feedback plays in decision-making—you can build strong partnerships that greatly benefit students.

This tool is designed to help you prepare to share stakeholder feedback with your community in a way that is honest, productive, and focused on solutions. Keep in mind that sharing this feedback isn't a one-time task—it is the start of a continuous process of 360-degree communication.

Step 1: Identify Headlines

While you will be sharing all information publicly, part of communicating well is sharing what is most important. With your team, identify the most important takeaways. These could be specific data points, a collection of data points on a particular topic, discrepancies between how different kinds of stakeholders answered the same question, or something else. Be sure to identify both successes and areas for growth, and for the latter include when and how they will be addressed.

Areas for Celebration	
1.	
2.	
3.	

Areas for Growth	When and How Will This Be Addressed?
1.	
2.	
3.	

1

Work Time

- How will you actively share and discuss what you learn with stakeholders, ensuring it is understandable?
- Consider how you might leverage the “Sharing Stakeholder Feedback Reflection and Planning Guide.”

Plan

Develop a comprehensive plan that incorporates the ideas, perspectives, and priorities of all stakeholders:



Highlight metrics that will be used to gauge the success of the plan and ensure that those metrics are tied to the values that matter most to stakeholders.



Summarize the plan in accessible language and provide additional opportunities for families and communities to provide feedback before finalizing it.

Engage

Share the plan with stakeholders and work together to strengthen supports available to students and families:



Provide a regular forum for sharing information about restart decisions with stakeholders, including new and existing community partners.



Share information transparently with stakeholders and provide ongoing opportunities for input.

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Independent Reflection

- What is one way you will improve your efforts to authentically engage stakeholders in SY 2021-22 decision-making as a result of today's learning?

4/15/2021

Systems, Managing: Community Conversations

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/PDEaccelerate)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPxgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 8 5 2 9 3

