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S p r e a d t h e W o r d

A N Y C R e a d s F a m i l y P a



 **CPRL** | Center for Public Research and Leadership

 COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

About CPRL

The Center for Public Service Research (CPRL) at Columbia University endeavors to transform traditional school systems into learner-centered environments. In its founding, CPRL has developed close to 750 leadership programs, and legal expertise at the U.S. and international level.

Learn more about us



Introduction

Students are more successful when educators and families work together. This toolkit is designed to help schools and families build stronger partnerships. It provides resources and guidance on how to create a supportive learning environment for all students.

To support this effort, the Department of Education has developed a series of resources for schools and families. These resources include a toolkit for school leaders, a toolkit for parents, and a toolkit for students. Each toolkit provides practical strategies and examples of successful partnerships. The toolkit for school leaders is designed to help school leaders build a culture of collaboration and communication. The toolkit for parents is designed to help parents understand their role in their child's education and how to support their child's learning. The toolkit for students is designed to help students develop the skills and habits they need to succeed in school and in life.

In other words, this toolkit provides resources for all stakeholders in the education system. It is designed to be a valuable resource for anyone who is interested in improving the quality of education for all students.



In addition to generously sharing their practices, stakeholders conveyed a few key messages:

1 Educators are responsible for reading instruction

Partnering with families on NYC Reads **does not mean that we expect families to teach their children to read.** Understanding the Science of Reading, studying data to plan targeted instruction, and leading engaging literacy lessons is **our responsibility as educators.**

2 All families support their children's learning

All families, regardless of race, home language, socioeconomic status, or level of education, **can, want to, and do participate in their children's literacy learning.** Moreover, all families have **essential knowledge** about their children that educators need to provide students with strong instruction.

3 One size won't fit all families

One size won't fit all. Some families may be eager to explore the nuts and bolts of the Science of Reading. Others may want to foster a love of reading through a nightly audiobook or conversation ritual in their home language. Still others will want to share key insights and observations about their children's progress with teachers to help them tailor instruction. All of these approaches (and many others!) are valuable and valid contributions to students' literacy learning.

4 Family-school learning is a two-way street

It is our job, as educators, to **establish two-way communication** with families (regardless of families' home language) that allows us to **learn about children's needs and strengths** to improve our instruction and **provide the guidance, opportunities, and resources families want** to support their children's reading development.

5 Continuous learning will help us do better over time

It's also our job to **learn alongside families about how it's going, adjust course where needed, and strive to keep doing better.**

This toolkit can help.

Sample Strategy with Embedded

In many cases, family-school partnerships are not as effective as we would like them to be. This is often because we do not reach all students, particularly those who are most at risk. We need to find ways to reach all students, particularly those who are most at risk.

But, there's no need to. We can use a variety of strategies to reach all students, particularly those who are most at risk. We can use a variety of strategies to reach all students, particularly those who are most at risk. We can use a variety of strategies to reach all students, particularly those who are most at risk.



Sample strategy

The strategy helps to focus on the needs of the community and to build a strong relationship between schools, families, and the community.

If schools...

Then...

As a result...



R

Reach, Relate & Respond
Facilitate two-way communication and relationship building between educators and families.



E

Equip & Empower
Provide families with varied, asset-based tools and resources for their children.



A

Appreciate & Applaud
Celebrate literacy as a source of joy, multilingualism, and cultural continuity.



D

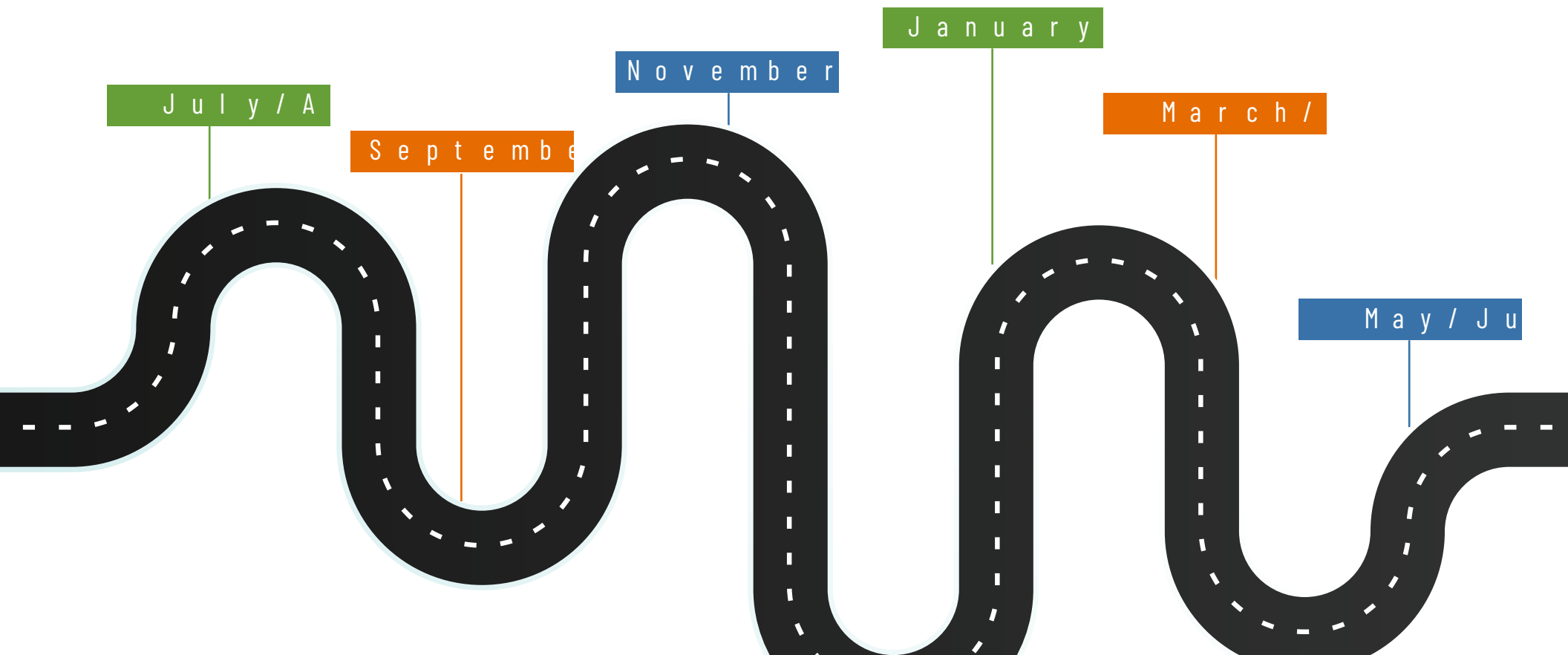
Do Better, Over Time
Continuously learn about how family partnership efforts are working and how they can be improved.







Sample Strategic Roadmap Embedded Resources and

The roadmap below is a sample of a strategic roadmap. It is a visual representation of a strategic plan that is broken down into specific actions and milestones. The roadmap is a visual representation of a strategic plan that is broken down into specific actions and milestones.

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May / June

<p>R</p> 	<p>** Teachers and families complete a reading progress reflection and Summer Reflection: Glows, Grows, and Goals," via email, Class communication channel).</p> <p>(Form here)</p>
<p>E</p> 	<p>* School leaders / teachers distribute out of our specific families</p> <p>(See your curriculum website or ask your professional learning</p>
<p>A</p> 	<p>** School leaders in these months will have a field trip to implement " Jewish classroom visitation for families. A Hot Celebration."</p> <p>(School-wide event (Cassiodora - here) event (Cassiodora - here) event guide</p>
<p>D</p> 	<p>We have a stakeholder survey (see here) and a family survey disseminated to school leaders study our shared data in a community event on healthy living in partnership with adapt strategies in our Action Plan (see here) Feedback, " and ask families for input on how to improve</p> <p>(Data analysis here) (Slide deck here)</p>

