



Connecting
the dots

Creating Positive Partnerships with Families

Summer 2015

Presented By:

Julie Daubenmire and Kim Ratcliff, Battelle for Kids



Today's Presenters

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Julie Daubenmire
Senior Communications Specialist
Battelle for Kids



Kim Ratcliff
Communications Director
Battelle for Kids



Overview

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Positive Partnerships with Families



Submit questions to the department at [@education.ohio.gov](https://twitter.com/education.ohio.gov)



Today's webcast will be available for replay



For more information, visit <http://education.ohio.gov/Topics/Early-Learning/Third-Grade-Reading-Guarantee>





Learning Targets

1. Hear examples of what not to do, and what to do, in **face-to-face and other verbal communications**
 2. Experience examples of what not to do, and what to do, in **written communications**
 3. Learn about the "Golden Circle" and how to reach family **hearts, heads and hands**
 4. Hear real-life **case studies** from families about interactions with their child's school, and recommendations for how these interactions went well or could improve
- Submit questions via email: thirdgradeguarantee@education.ohio.gov





Learning Target 1

Hear examples of what not to do, and what to do, in **face-to-face and other verbal communications**





Phone Communications: What Not to Do

Parent: What can I do to help my child become a better reader?

Teacher: I just don't think the cognition is there.



Face-to-Face Communications: What to Do



Student at the Center

Learning Target 2



Hear examples of what not to do, and what to do, in **written communications**



Written Communications: What Not to Do



- Impersonal
- Focus on policy
- One-time communication
- No information about how family can help
- Put burden on family to make follow-up call to teacher

Written Communications: What to Do



- Personalize
- Focus on the child
- Provide regular updates on progress
- Proactively follow-up written communication with phone call or meeting

Top Communications Takeaways



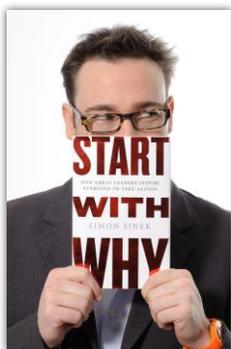
Do	Avoid
1. Focus on the child	1. Focus on the policy
2. Use family-friendly language	2. Use education jargon
3. Establish a cooperative partnership	3. Put the family on the defensive
4. Be positive and reassuring	4. Describe the child as a "failure" or "problem"
5. Give tips for helping at home	5. Leave the family with questions about what to do next
6. Communicate regularly	6. Communicate only one time, or through one channel

Learning Target 3



Learn about the "Golden Circle" and how to reach family hearts, heads and hands





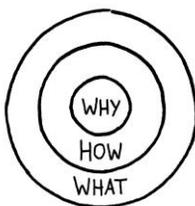
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Horizontal lines for writing.

The Golden Circle

Connecting the dots



What

Information focused on the policy: testing, retention, timelines, etc.

How

Information focused on the logistics: RIMPs, teacher credentials, retention policies, etc.

Why

Information focused on students. They are the REASON this policy exists: to make sure students are successful readers.

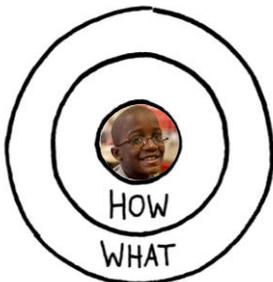
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The Golden Circle

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Communicating to Families Connecting the dots

• Reach their:





Learning Target 4 Connecting the dots

Hear real-life **case studies** from families about interactions with their child's school, and recommendations for how these interactions went well or could improve





Recommendations from Families Connecting the dots

- 1. Be Transparent.**
"It's frustrating when I can't get information from my child's school about the test, what is on the test, or why my child missed passing the test by just a few points."
- 2. Be Consistent and Communicate Regularly.**
"I trust information most when it comes from the principal or teacher who knows my child the best. I want to know everyone is on the same page and get regular updates about how my child is doing."
- 3. Show me how to help.**
"Help me understand the strategies and supports being used in the classroom so I can reinforce the learning at home."





Additional Resources

[Ohio Department of Education Resources](#)

- Parent Road Maps
- Fact Sheet
- Sample Newsletter Text
- Infographic
- Video

[INFOhio](#) Beach Bags





Access materials on the Ohio Department of Education website



Contact the department with any questions
thirdgradeguarantee@education.ohio.gov

