Family Engagement and School Climate

Patrick Hickman

Ohio's Attendance Advisor

Office of Whole Child Supports

Department of Education and Workforce

January 2025

Upcoming Webinar Feedback

Sign up for future content!

2/24 – Mental Health
3/17 – Policy Meets Practice
4/28 – Your Topic
5/12 – Prepare for Summer
6/16 – Goals for 25-26

Attendance Webinar Topic Feedback

1. What specific attendance areas are you seeing in your location?

Enter your answer

2. What topics are you hoping to see in the future at these attendance webinars?

Enter your answer

3. Anything else you want to share?

Enter your answer

Interconnections Between School Climate & Family Engagement

Marquita Curry

School Climate Coordinator

Latisha Humphries

Family and Community Engagement Coordinator

Learning Outcomes

❑ Define school climate, culture, and family engagement

❑ Examine how school climate and culture influences family engagement within the school setting

❑ Identify strategies to strengthen the connections between school and family to increase student outcomes

❑ Develop a plan to integrate and sustain family engagement practices that support a positive school climate and culture

Ohio

What Is School Climate & Culture?
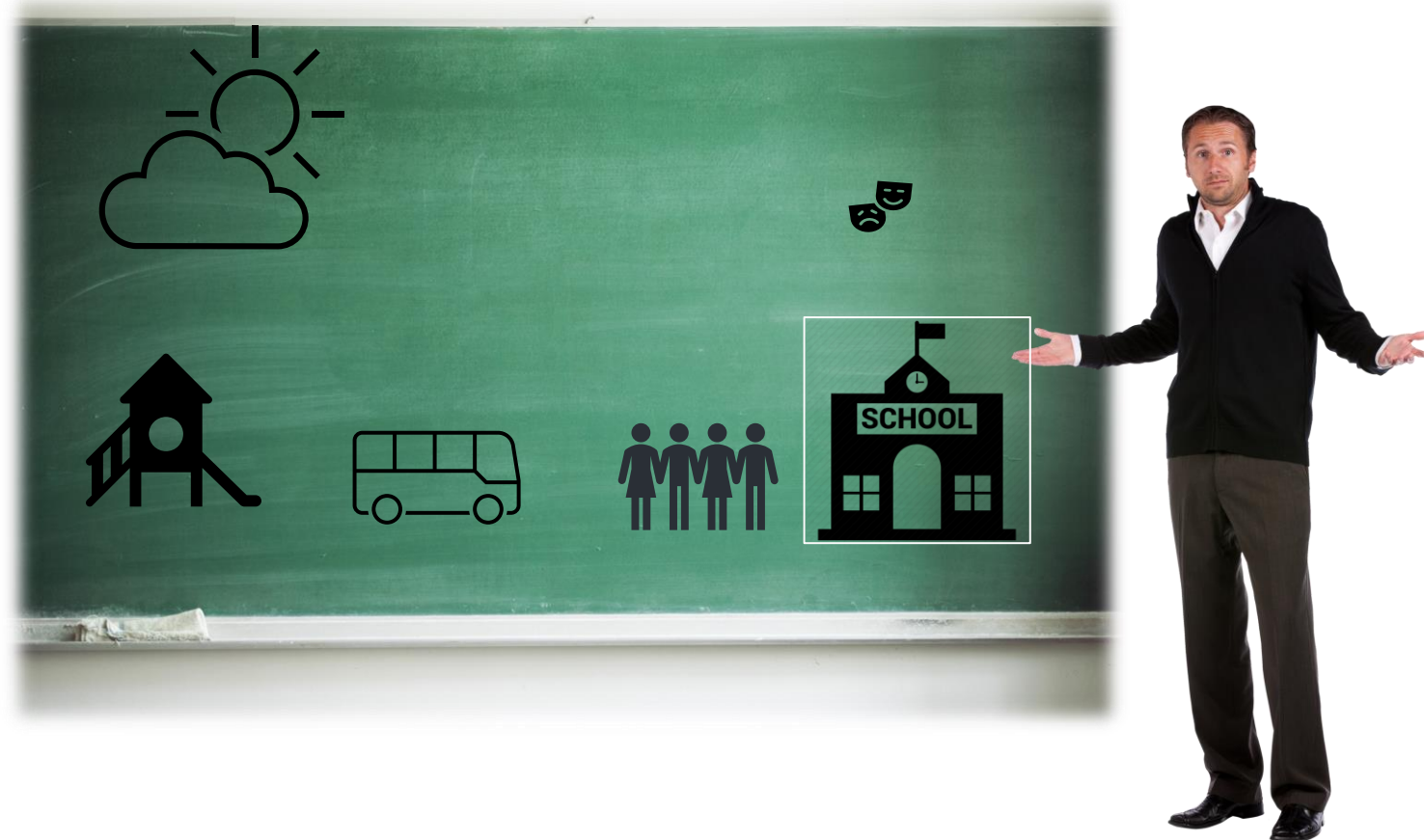
Defining School Climate

The [National School Climate Center](#) (NSCC) defines school climate as the quality and character of school life. A school's climate is based on patterns of students,' parents' and school staff member's experience of school life.
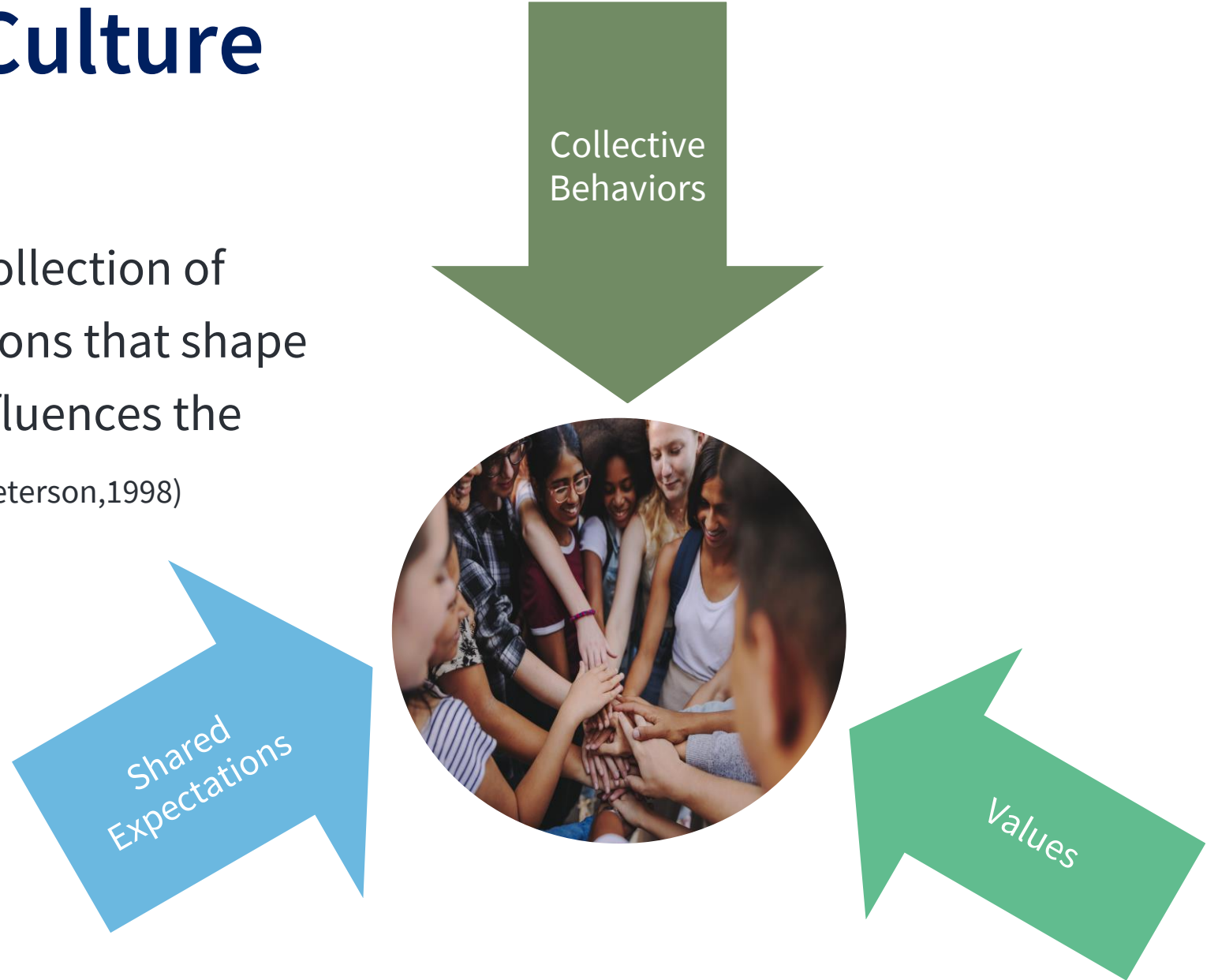
Norms	Interpersonal Relationships
Goals	Organizational Structures
Values	Teaching Practices
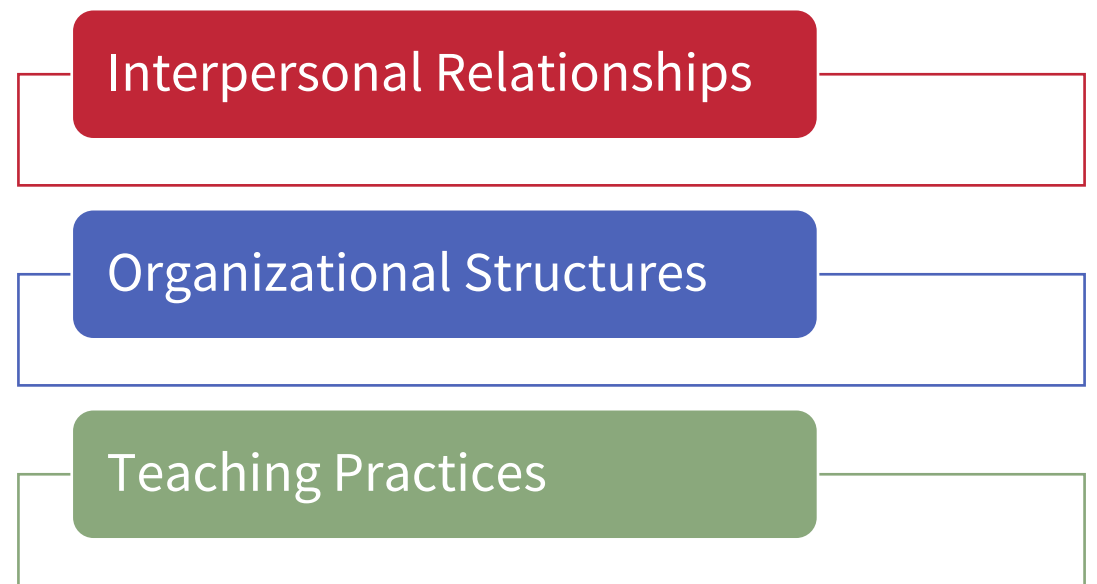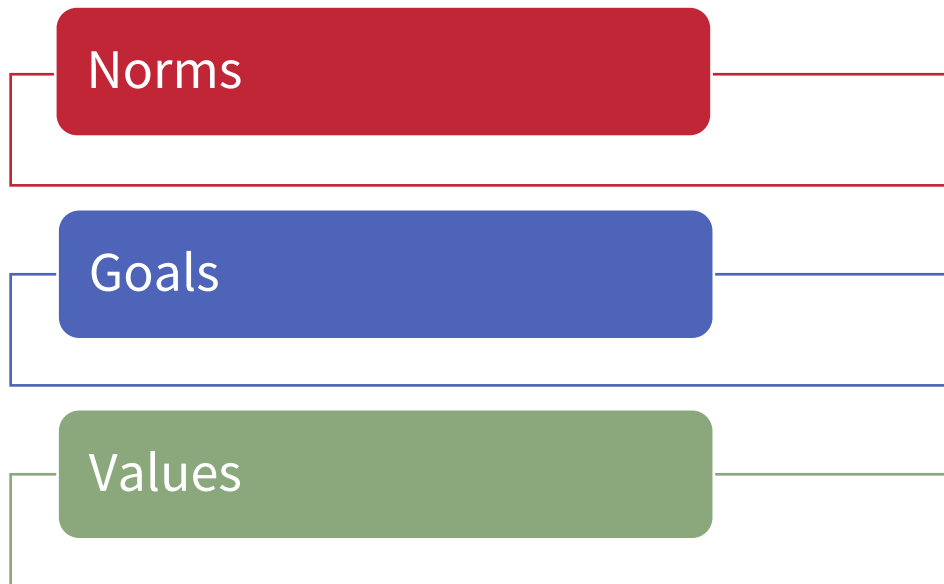
5 Domains Of School Climate

Adapted from: National School Climate Center 5x5 Improvement Process & Dimensions

Safety	Teaching & Learning	Interpersonal Relationships	Institutional Environment	Leadership Efficacy
• Physical & Emotional • Online	• Academic Learning • Social **Skills**	• Teacher & Student • Peer to Peer	• Physical environment • School Connectedness	• Administration Effectiveness • Collective **Capability**

Defining School Culture

School culture is defined as the collection of values, beliefs, norms, and traditions that shape the way a school operates and influences the behavior of its members. (Deal and Peterson,1998)

Collective Behaviors

Shared Expectations

Values

Climate. vs. Culture

CLIMATE

Observable Atmosphere

Interpersonal Relationships

Mood

Culture

How we do things

Values

Assumptions

Beliefs

11

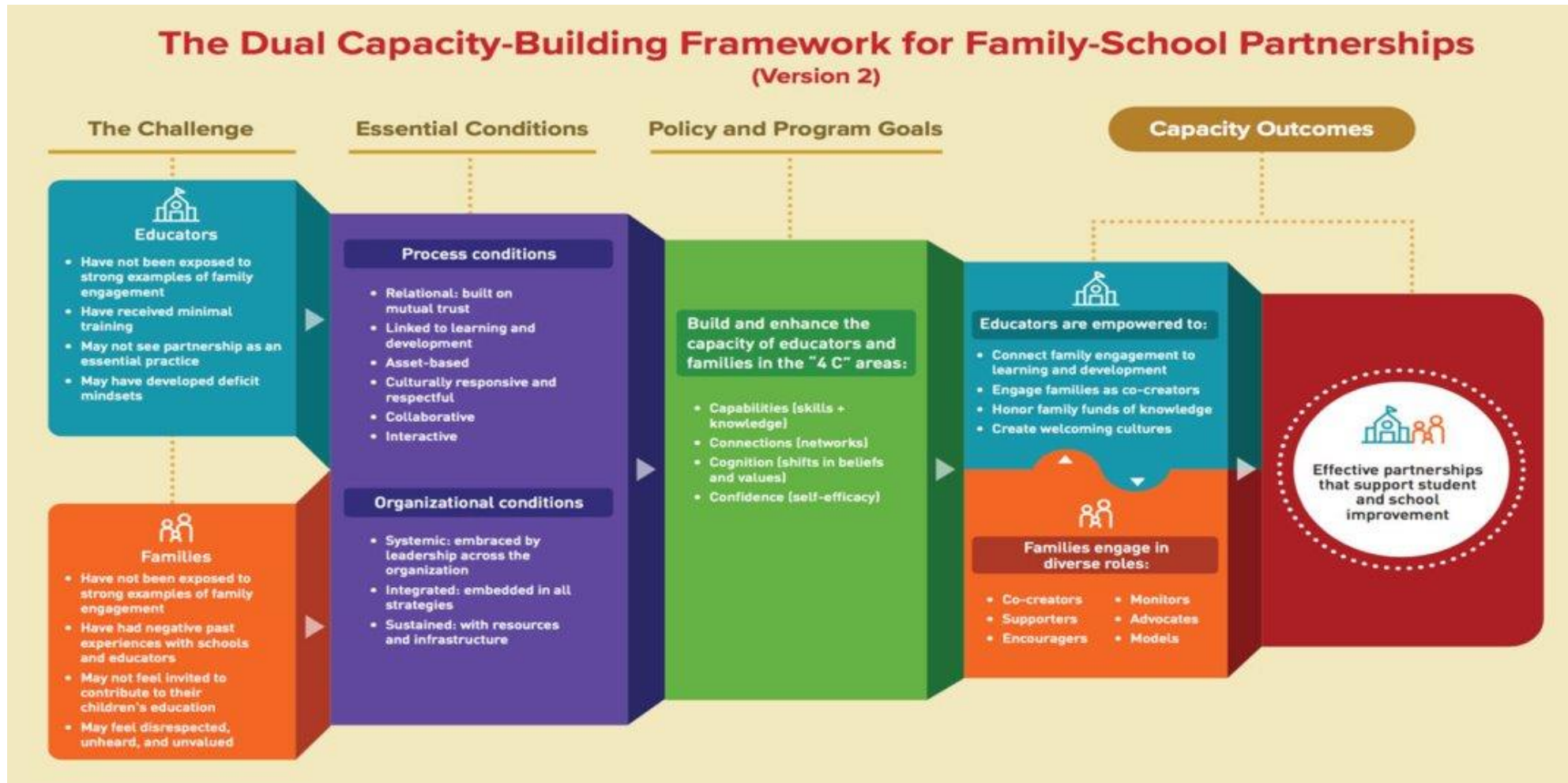# How Climate Influences Engagement

What Is Family Engagement?

LEARNING

DEVELOPMENT

HEALTH

Effective Family Engagement Requires Partnership

The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

Framework Connections

Safety

Institutional Environment

Teaching & Learning

Leadership & Efficacy

Interpersonal relationships
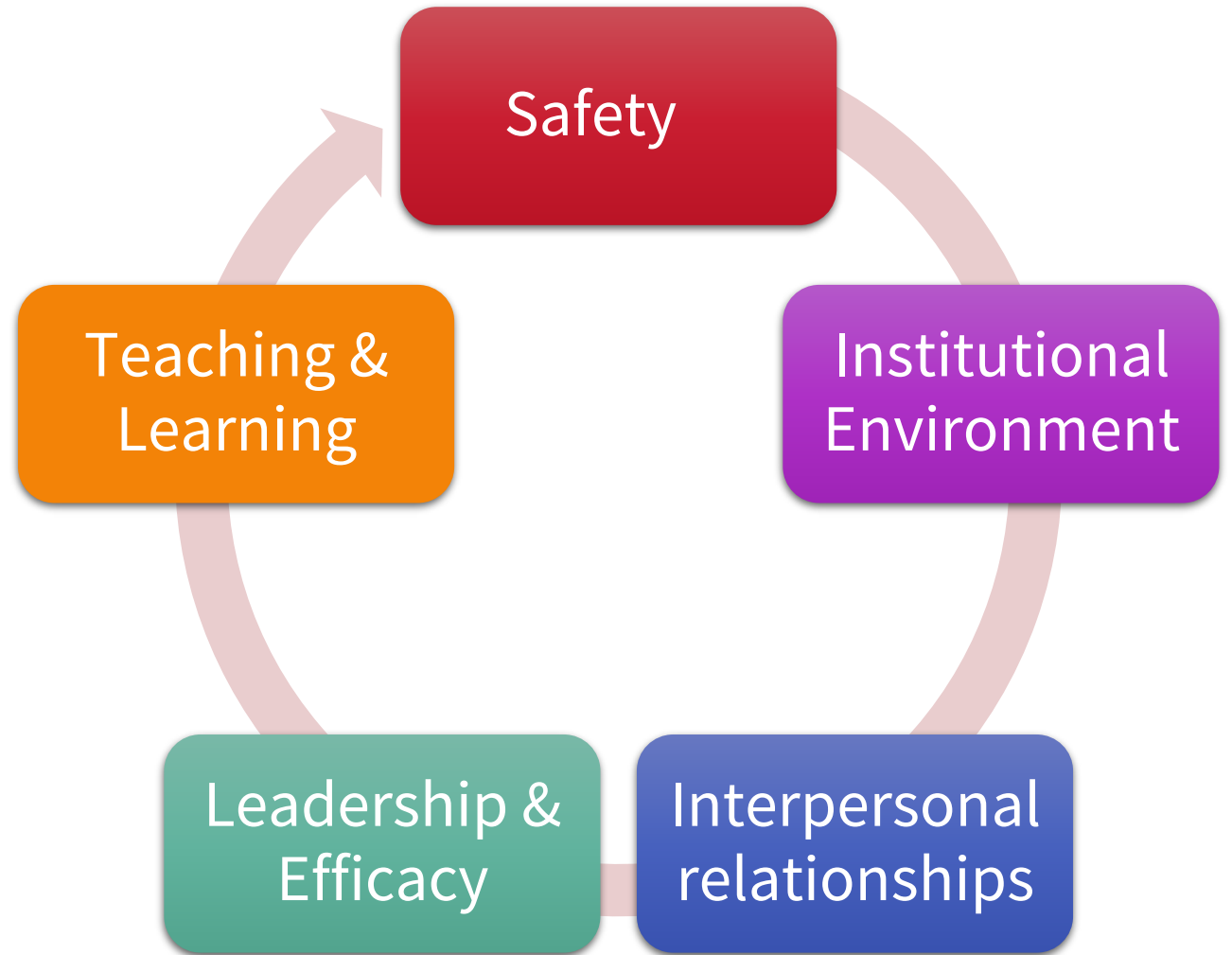
Capabilities: Human Capital, Skills, and Knowledge

- School and district staff need to be knowledgeable about the assets and funds of knowledge available in the communities where they work.

- They also need skills in the realms of cultural competency and of building trusting relationships with families.

- Families need access to knowledge about student learning and the workings of the school system.

- They also need skills in advocacy and educational support.

Strategies To Enhance Capabilities

- Educators need professional development that focuses on defining and enhancing cultural competencies and responsive teaching.
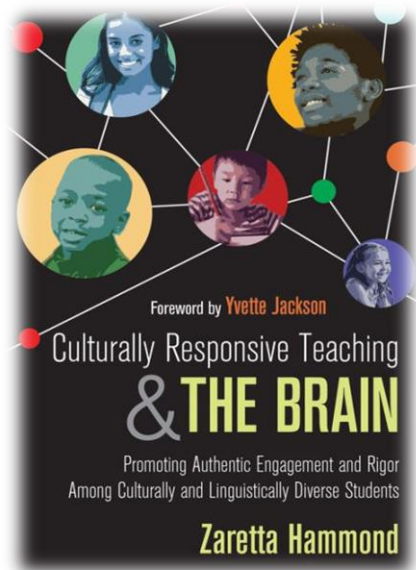
- Families need information that helps them understand the school system and their rights within it.

- [Family Roadmap | Ohio Department of Education and Workforce](#)

- [A Guide to Parent Rights in Special Education](#)

- [Parental and Guardian Review of District Curriculum | Ohio Department of Education and Workforce](#)

Defining Social Capital

- American political scientist, Robert D. Putnam (1993) suggested that **social capital would facilitate cooperation and supportive relations in communities.** He distinguishes two kinds of social capital: bonding capital and bridging capital.

- Bonding occurs among similar people

- Bridging involves the same activities among dissimilar people.

In the Context of Education:

- In the context of education, **social capital refers to the parental and educator expectations, obligations, and social networks that exist within the family, school, and community.**

Connections: Important Relationships And Networks – Social Capital

- Staff and families need access to social capital through strong, cross-cultural networks built on trust and respect.

- These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services.

Why Enhance Connections?

Educator's Access to Social Capital Has Been Associated with:

- [Teacher professional development](#)

- Implementation of change

- Teacher retention and job satisfaction

- Successful introduction of new teachers

- Improved student achievement

The Research:

[The role of social capital for teacher](#)

Families access to social capital increases:

- Social support

- Shared expectations

- Social leveraging

The Research:

[Social Capital – Families and Schools Together, Inc.](#)

[The Development and Sustainability of School Based Parent Networks](#)

Confidence: Individual Level Of Self-Efficacy

- Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural difference.

Defining Self Efficacy

Educator Lens:

- A teacher's belief in their ability to successfully cope with tasks, obligations, and challenges related to their professional role (e.g., teaching style, managing discipline problems in the class, etc.)

Family Lens:

A family's belief in its ability to produce a desired outcome through transmittance of core values and beliefs.

Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching - PMC

The Associations Between Parenting Self-Efficacy and Parents' Contributions to the Home-School Partnership Among Parents of Primary School Students: a Multilevel Meta-analysis | Educational Psychology Review

Cognition: Assumptions, Beliefs, And Worldview

- Staff need to be committed to working as partners with families and must believe in the value of such partnerships for improving student learning.

- Families need to view themselves as partners in their children's education and must construct their roles in their children's learning to include the multiple roles described in the [Framework](.).
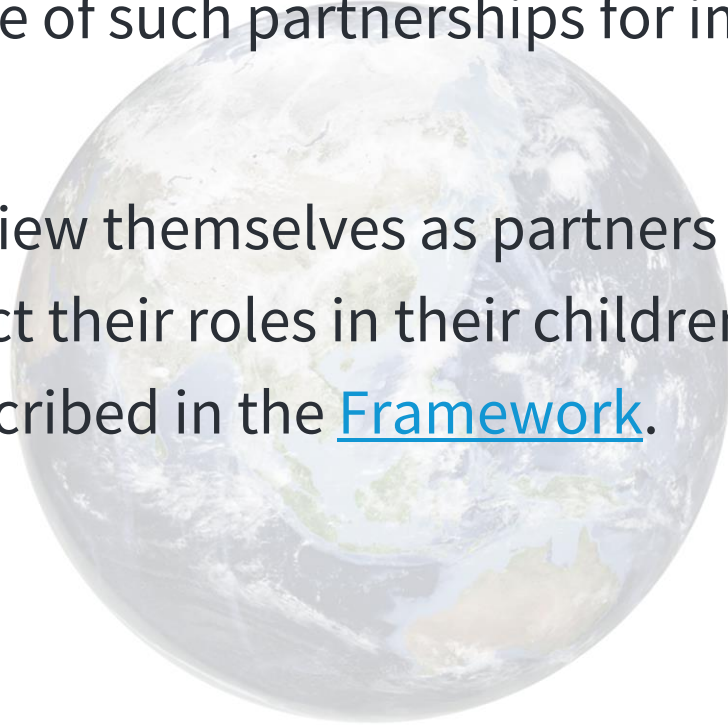
How Do We Enhance Cognition for Educators and Families?

- Maximizing on opportunities for learning for staff and families

- Resource collection and sharing with staff and families

Quality Of Learning Experiences From Students And Parents

- Only 26 percent of 10th graders say they love school but 65 percent of parents with 10th graders think they do.

- Only 44 percent of 10th graders say most of the time they learn a lot in school while 72 percent of parents with 10th graders think they do.

- Only 29% of 10th graders say they get to learn things they are interested in while 71% of parents with 10th graders think they do.

- Only 33% of 10th graders say they get to develop their own ideas while 69% of parents with 10th graders think they do.

The disengagement gap: Why student engagement isn't what parents expect

Using Survey Tools to Learn

I feel comfortable visiting my child's school	Strongly Agree	Agree	Disagree	Strongly Disagree
My child's schoolwork is always displayed in our home (i.e. hang papers on the refrigerator.	1	2	3	5
If my child misbehaved at school, I would know about it soon afterward.	1	2	3	5
I frequently explain difficult ideas to my child when she/he doesn't understand.	1	2	3	5
Every time my child does something well at school compliment him/her	1	2	3	5

For Educators:
Measure of School, Family and Community Partnerships
This tool helps to assess whether your school is engaging families, community stakeholders and students in meaningful ways.

Welcoming-Atmosphere-Walk-Through-Toolkit-SST-6.pdfThis tool brings multiple stakeholders to observe and provide feedback on school environment.

Parental and Caregiver Mindshift Post-COVID

[Parental Report](#)

Strategies For Enhancing Family Engagement And A Positive School Climate & Culture

- ✓ Administer Annual Surveys
- ✓ Create a [Family Participation and Recognition Program](#) with PBIS
- ✓ Create clear and concise rules to promote psychological safety and reduce discipline disparities
- ✓ Provide parent and staff training and development opportunities
- ✓ Develop a robust communication plan that includes opportunities for feedback ongoingly from families to inform practices
- ✓ Find ways to share outcomes of collected data from students and families to build transparency and trust
- ✓ Share resources
- ✓ Find opportunities to celebrate successes

Benefits Of Culture & Engagement Alignment
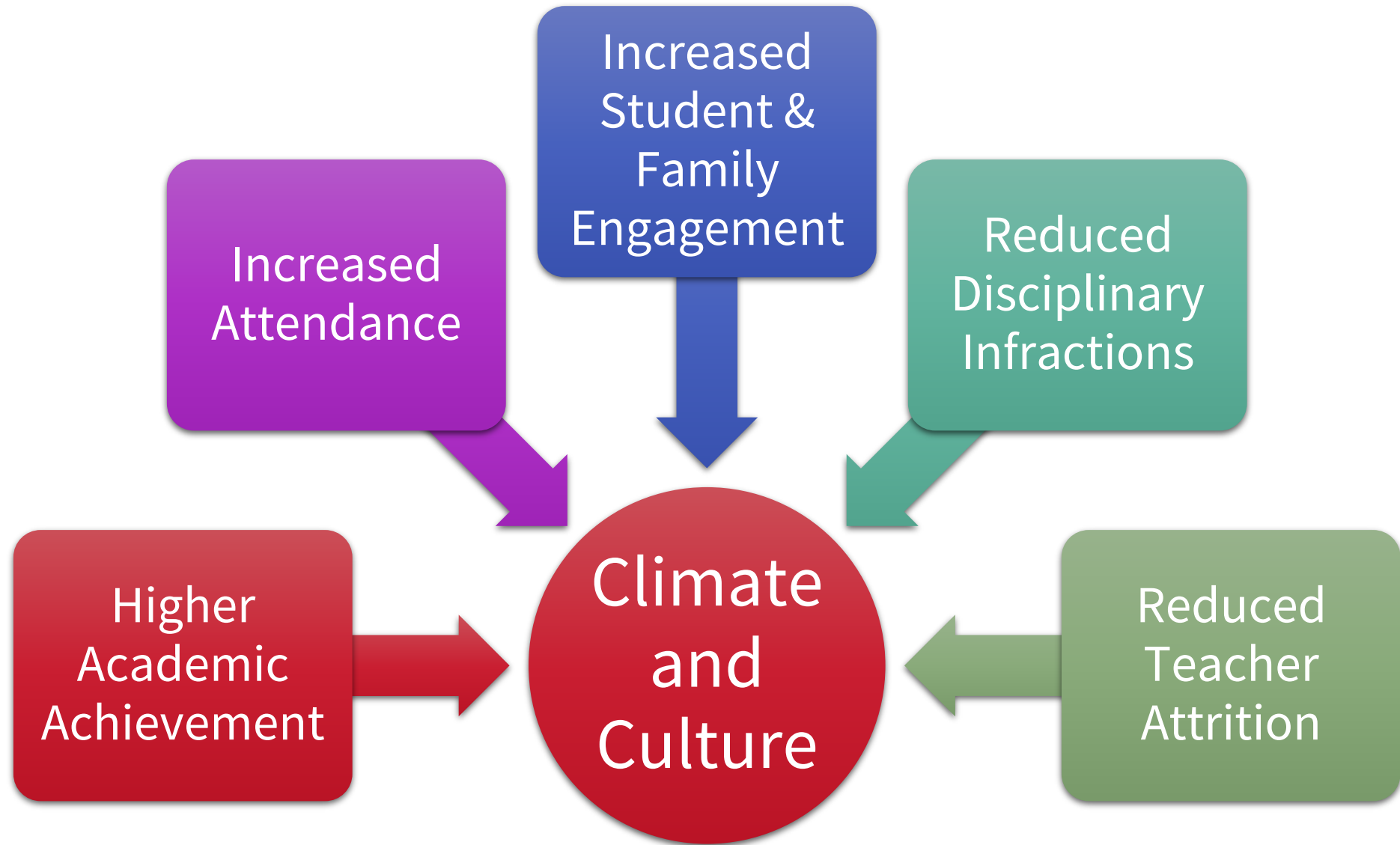
Thinking Ahead

RESOURCES

- Academic Parent Teacher Teams Workshop – YouTube

- Creating a Culture of Care: A Guide for Education Leaders to Develop Systems and Structures That Support Educator Well-Being

- DontForget Families

- Dual Capacity Building Framework for Family School Partnerships

- National School Climate Center

- The-Disengagement-Gap-Brookings EDU

- Report: Parental 'Apathy' Blamed for Rise in Chronic Absenteeism – The 74

QUESTIONS?

OHIO.ORG