

School-Family-Community Partnerships

Interview with an Administrator

Conduct a brief interview with an administrator at your school regarding the six types of involvement recommended by Epstein (2009). This information can and should inform the development of your Professional Growth Plan for Working with Families. For each question, ask the administrator to rate current performance and then to explain the rating. It might be helpful to have the SFC Handbook with you (p. 325-238) or the Starting Points Inventory (from PGP / Module 6) in case the interviewee requests examples to illustrate the question.

You may write by hand, scan and upload to Bb or type into this document and upload.

Interviewed Sarah Shaffin in Model Lab Elementary Guidance Office

- 1) Type 1: Parenting: To what extent does our school provide meaningful workshops, events, and information that demonstrate our understanding of students' home environment and cultures? Does the information shared with families help families support their child's development at school?

Never	Rarely	Sometimes	Often
1	2	3	4

Explain rating / share examples:

Presenters and speakers at various levels—target middle school on bullying; parent workshops; March-Drug & Alcohol (cop came in to talk); family books to check out, videos, children's books, social stories.

Nothing on child development for families.

- 2) Type 2: Communicating: Do we utilize effective forms of school-to-home and home-to-school communications about school programs and children's progress?

Never	Rarely	Sometimes	Often
1	2	3	4

Explain rating / share examples:

Model Facebook page; each class has a Facebook page; website; teachers Blackboard pages; weebly; ICall System; RAVE system; mailings throughout the year; 24/7 access with Infinite Campus; email; 9 week report cards; text messages; access test ESL students; kids are in RTI monitoring information.

- 3) Type 3: Volunteering: To what extent do we recruit and organize family members to support the school and students?

Never	Rarely	Sometimes	Often
1	2	3 X	4

Explain rating / share examples:

Before school starts volunteers have to have a background check; have 4-5 4" binders with ECU and parents; conferences and trainings; forms on how they want to be involved (e.g., Career Day, trips); do allow for volunteering outside of school time at home; and scheduled staggered through the day.

No thank you or appreciation activities.

- 4) Type 4: Learning at Home: To what extent do we provide information to families on how to help students with homework, other curriculum-related activities, course decisions, future plans, etc.?

Never	Rarely	Sometimes	Often
1	2 X	3	4

Explain rating / share examples:

It is more individualized if a parent requests the information it is provided or if the child needs more help. Otherwise, nothing.

Do occasionally have a family workshop or school-wide literacy nights.

No website

- 5) Type 5: Decision Making: To what extent do we include parents in school decisions and develop parent leaders as representatives?

Never	Rarely	Sometimes	Often
1	2	3	4

Explain rating / share examples:

SBDM governing body and a parent at each level; MPO; project graduation; parents help with school hires, school accreditation and school improvement plans.

- 6) Type 6: Collaborating with the Community: To what extent do we coordinate resources and services from the community for families, students, and the school?

Never	Rarely	Sometimes	Often
1	2	3	4

Explain rating / share examples:

FBI/cybertechnology; nursing students/diabetes; reality store/bank; deep ECU partnerships; a lot of community members use Model (e.g., Girl Scouts, summer classes, Foster camp); alumni are invited to activities, to mentor and volunteer; and seniors are involved (e.g., grandparent day, vets, especially in Pre-K-First grades).

Have held an International Fair (families who are immigrants, do passports, bring in ECU groups)