

Element V. Mutual Support Involving Families and the School

Overview

 National Center on Improving Literacy

1

Element V. Mutual Support Involving Families and the School

Children learn to read in and out of school. Families can play a major role in helping their children learn to read through activities they engage in outside of school as well as inside of school. The key to successful family-school partnerships is communication that is equal and bi-directional, where families and schools share important information about reading and the family's child. Effective co-communication includes opportunities for families to learn about the school's reading program, their child's participation in that program, and how family members can support the reading development of their child.

- Section 1: General



 National Center on Improving Literacy

2

Families and schools can partner for children's literacy success by:

- talking and interacting often
- discussing literacy instruction and intervention
- sharing literacy resources
- addressing concerns together

<https://improvingliteracy.org/kit/families-and-schools-partnering-childrens-literacy-success>

 National Center on Improving Literacy

3

Families and educators play important roles in a comprehensive approach to reading through our key actions:

- 1. Learn**
- 2. Advocate**
- 3. Partner**
- 4. Support**



The graphic features a central figure of a child with glasses and a speech bubble containing the word 'LEARN'. Surrounding the figure are four colored sections: red (top left), green (bottom left), blue (top right), and yellow (bottom right). Each section contains text and a small icon. The red section says 'Promote the use of evidence-based reading programs and instruction, additional instruction for struggling readers, and data to make instructional decisions.' The green section says 'Provide opportunities for literacy learning and reinforce skills taught in school and early childhood settings.' The blue section says 'Understand the parts of literacy, how children learn to read, and why they might struggle.' The yellow section says 'Promote the use of family and community input for improving children's reading abilities.' The background of the graphic has faint text: 'National Center on Improving Literacy' and 'A Center of the National Institute for Literacy'.

4

5

Element V. Mutual Support Involving Families and the School

6

Evaluate and Score: Mutual Support Involving Families and the School

Element Items

SECTION 1: GENERAL

1. All information about the Schoolwide MTSS-2 Plan and the process of identifying students with reading difficulties is clearly communicated to families in a location that can be easily accessed by all families.

2. Data on reading achievement and growth are clearly communicated to families in a location that can be easily accessed by all families. This information is based on the interpretation of words and the educational communication for reading achievement and growth is clearly communicated to families by the reading teacher, the school principal, and the school's MTSS-2 team.

3. Communication in the family-school partnership centers on the joint decision-making process for the identification of reading difficulties, the family's strengths, and communication strategies to families in the school. Translated into English and translated into Spanish.

4. Communication with families includes opportunities for all families to provide feedback on the schoolwide MTSS-2 Plan and the process of identifying students with reading difficulties. This feedback is clearly communicated to them written, verbal, or graphic, with a translation, etc.

5. The schoolwide MTSS-2 Plan and the process of identifying students with reading difficulties provides multiple and varied opportunities for all families to provide feedback on the schoolwide MTSS-2 Plan and the process of identifying students with reading difficulties.

Understand reading development. How children learn to read, why children have reading difficulties, and how families can support their children's reading development.

Learn what MTSS-2 is, why it is a strong tool, and how their child is being supported within our schoolwide MTSS-2 Plan.

Support reading instruction and intervention. Families can support their child's reading instruction and intervention by monitoring their child's reading progress and communicating with their child's teacher about their child's reading progress and concretely planning what their child can do to support their child's reading development.

Support reading instruction and intervention in school. Refer to the schoolwide MTSS-2 Plan and the process of identifying students with reading difficulties or individually with their child (e.g., reading with their child).

7. Our family-school partnership focused on reading development includes a consistent process designed to support all families.

Rating Scale

Phase Indicator

Group

Discussion Notes

7

Element V. Mutual Support Involving Families and the School

Pause this presentation and work with your team and score each section of this Element.



• Section 1: General



18 NATIONAL CENTER ON IMPROVING LITERACY

MTSS-R IMPLEMENTATION CHECKLIST V.3



How to use this template

1 Print a copy of the checklist and use it to score the implementation of MTSS-R across the three levels of support. You can use the checklist to identify areas of strength and areas that need improvement. You can also use the checklist to identify areas of strength and areas that need improvement.

2 Distribute the checklist to your team and ask them to score the implementation of MTSS-R across the three levels of support. You can use the checklist to identify areas of strength and areas that need improvement.

3 Collaboratively review the checklist and discuss the areas of strength and areas that need improvement. You can use the checklist to identify areas of strength and areas that need improvement.

8

3