

Principal Chat – Attendance and Family Engagement



Ohio Principal Leadership Supports
Strong Principals, Strong Schools

August 9, 2023

Ohio | Department of Education



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

Agenda

Welcome and Introductions

General Updates from Department

Family Engagement – Speaker: Latisha Humphries, *Family and Community Engagement Coordinator*

Q&A

Next Chat – September 13



Leadership Supports Webpage

- Administrative Calendar
- Resources



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **“Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”**



Administrative
Calendar



Educator
Licenses



Professional
Development



Associations



Higher
Education



Resources



Ohio

Department
of Education

Oaesa



BAM!

Beginning **A**dministrators **M**entorship Program*

Opportunity for new administrators!

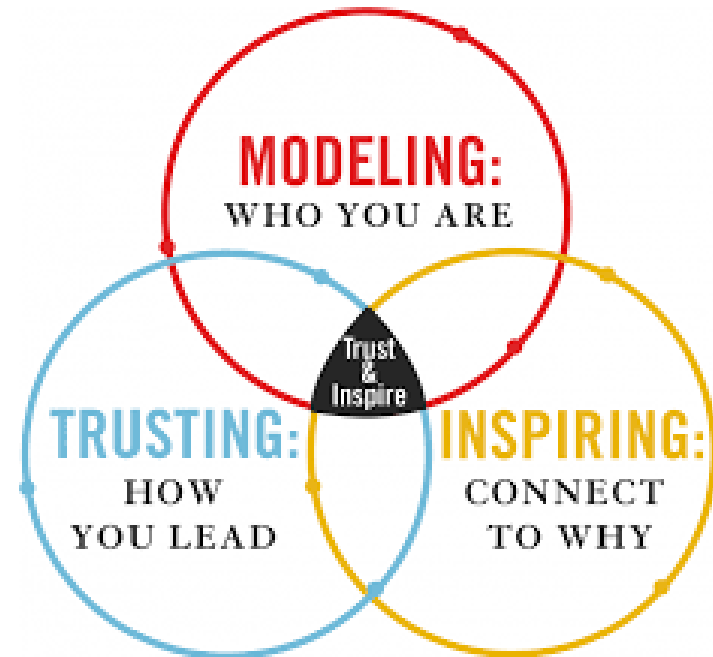


First and second year administrators, **DO NOT** miss the **opportunity** to participate in this valuable mentorship and professional development programming **FREE** of charge!

*Formerly known as AMP

The world has changed; our style of leadership has not....

As leaders we need to move from “Command and Control” to “Trust and Inspire”



Record Investment in K-12 Education

State Source Spending			
FY24	\$11.7 billion	\$1.22 billion increase	11.7% ↑
FY25	\$12.0 billion	\$343 million increase	2.9% ↑

Total New State Source Spending for Primary and Secondary Education

\$2.79 billion in new spending over the biennium

Note: State spending is comprised of GRF, Lottery, Sports Gaming, and Dedicated Purpose Funds with GRF cash transfers.



Department of Education and Workforce

- Creates the Department of Education and Workforce (DEW) and revises the duties of the State Board of Education
- DEW overseen by director appointed by Governor with consent of Senate
- Establishes Division of Primary and Secondary Education and Division of Career-Technical Education, each headed by a deputy director



State Board of Education

- Board duties include:
 - Appointing the Superintendent of Public Instruction
 - Licensure
 - Professional conduct
 - Territory transfers
 - Teacher and school counselor evaluation systems



Other Agency Changes

Department of Children and Youth

- Childcare licensure (ODE)
- Early childhood education (ODE & ODJFS)
- Preschool special education (ODE)
- Early intervention
- Home visiting
- Maternal and infant vitality
- Adoption
- Child welfare

Ohio Deaf and Blind Education Services

- Establishes Ohio Deaf and Blind Education Services (School for the Deaf and State School for the Blind)
- One superintendent for Ohio Deaf and Blind Education Services appointed by the Department



Fine Arts New Teacher Cohort Registration

Fine Arts New Teacher Cohort
Registration Form 23-24







Department Professional Learning Opportunity

New teachers will learn the nuts and bolts of teaching in Ohio from expert teachers and educational partners. Join colleagues from across the state virtually in these supportive cohorts that will assist new teachers in navigating a successful year of teaching. Topics will include standards-driven lesson planning, innovative practices, advocacy, program development and more.

All meetings will be held virtually the second Tuesday of the month from 4:30-6 p.m. (Sept. - May). Contact hours will be given upon completion of the cohort.

Ohio Standards for Principals | 2018

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.



The Whole Child Framework

Family Engagement is an essential component of the whole child framework.



Resource



Ohio Statewide

Family Engagement Center

—at The Ohio State University

<https://ohiofamiliesengage.osu.edu>

Family and community liaison partnership

The ESC Family and Community Partnership liaison works with local school district personnel and local community agencies in their ESC regions to build networks of streamlined resources, partners and support services for vulnerable youth and families.

Vulnerable Youth Groups

- Experiencing homelessness
- Foster care
- In the juvenile justice system
- Military connected youth
- Migrant youth
- Students learning English
- Students with disabilities

What is family engagement?

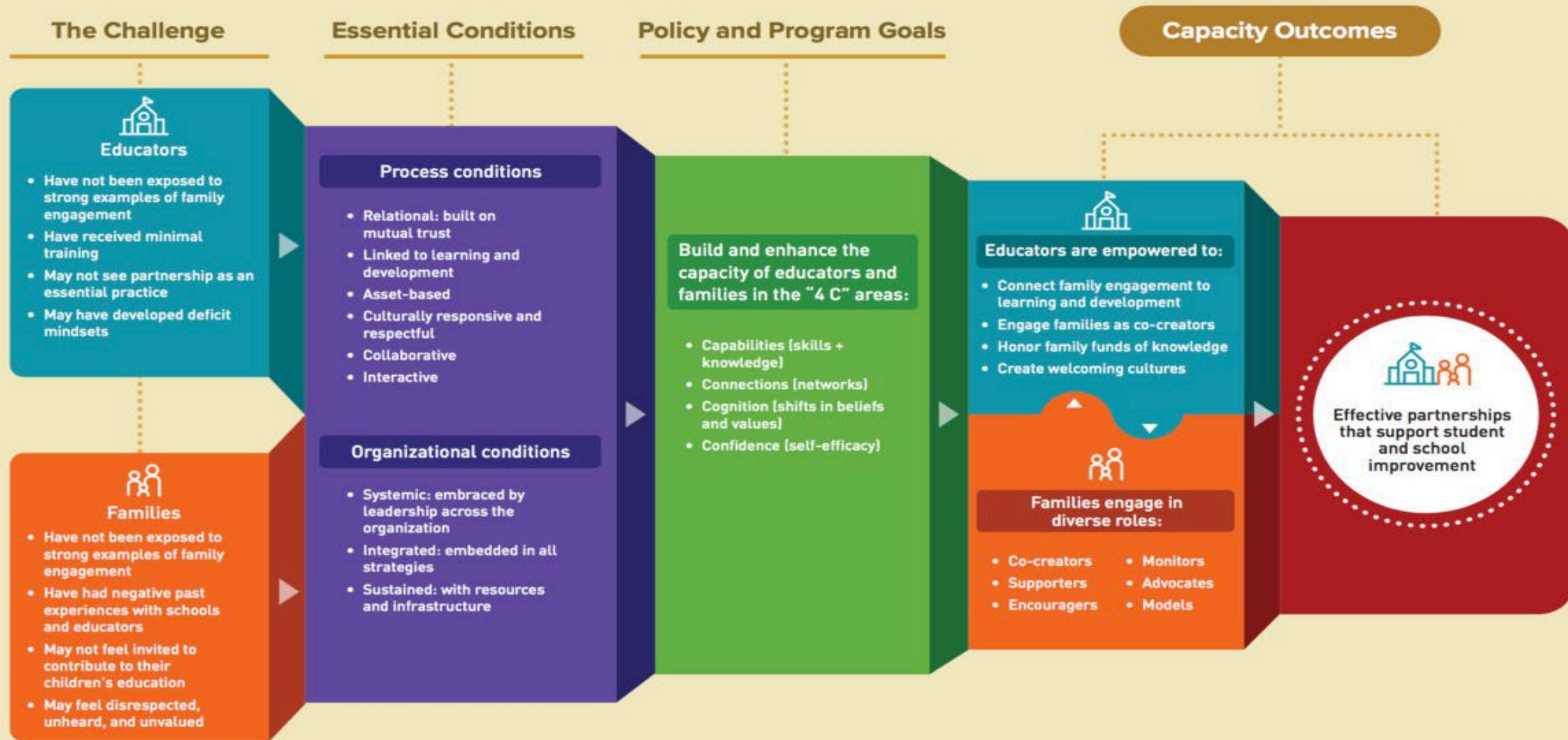
Learning

Development

Health

Effective family engagement requires partnership

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



A Closer Look



Building Capacity for Family Engagement

Understanding
state standards

Develop materials and trainings

Educate school staff

Coordinate with
local stakeholders

Clear communication
plan

Meaningful Family Engagement Strategies

Creating a Welcoming and Affirming Environment

Opportunities for Learning

Clear and Consistent Communication Plan

Creating a Welcoming Environment

What is a welcoming environment?

How do we assess this?

Using walkthrough tool as professional development opportunity and empowering families opportunity.

Welcoming Atmosphere Walk-Through

General Information:

What is the Welcoming Atmosphere Walk-Through?

- As a team, your selected staff members and school community members will take a tour of your school.
- The team will look at four components of the school that let families and community members know they are welcome there as partners in the school.
- Based on their observations, the team will complete a Welcoming Atmosphere What's Working/Recommendation Form highlighting the welcoming aspects of your school.

What is the purpose of the Welcoming Atmosphere Walk-Through?

Each school has different goals it hopes to achieve as a result of this walk-through but can include:

- Examining how inviting the school appears to its diverse community.
- Looking at strategies that can be employed to make the school more inviting to the families and community.
- Increasing family engagement.
- Gathering information ultimately to set school goals for next year.

What are the components of the Welcoming Atmosphere Walk-Through?

- The Physical Environment: parking lots, classrooms, lobby, hallways, cafeteria, etc.
- School-wide Practices and Policies: interview with principal/administrative staff
- Personal Interaction: observations in the main office, hallways, and places open to the public; listen and look for inviting, friendly tones.
- Written Materials and Communication: newsletters, parent handbook, flyers, and other materials distributed by the school. Web sites and telephone message lines are also included.

Who will do the Welcoming Atmosphere Walk Through?

- Select 12 people (four staff members and eight representatives of your school communities) for your teams. Consider choosing team members who represent the diversity of your families, your staff and your community. For example, you may want to include an administrator, a teacher, a custodian, a secretary, a bus driver, a cafeteria worker, a neighbor, a community leader, a special education parent, a board member, an English as a second language parent, a general education parent, and/or others who represent the various cultures in your school community.



Clear and Consistent Communication Plan

- Why do we communicate?
- What do we communicate?
- How do we communicate?

Consistency across the building is key.


Giving staff opportunities to workshop and receive feedback on their communication methods is a professional development opportunity.

Writing for Busy Families + Staff

6 PRINCIPLES

- More Is Worse**
 - Use fewer words
 - Include fewer ideas
 - Make fewer requests
- Make It Readable**
 - Use shorter, more familiar words
 - Use shorter sentences
 - Use straightforward sentences that a reader can understand after a single read
 - Check readability (e.g., [link](#)) and aim for a 5th grade reading level or below when possible
 - Consider translating into commonly spoken languages (e.g., [link](#))
- Make It Navigable**
 - Make the purpose immediately clear
 - Integrate ideas so related content is together
 - Visually separate distinct topics
 - Consider headings for distinct topics
 - Present ideas in an effective format (e.g., tables or figures if useful)
 - Consider grouping all asks together
- Use Formatting Judiciously**
 - Use formatting to draw attention to the most important items
 - Remove formatting from information that is not critical
 - Limit the number of formatting types in a single message
- Emphasize Value For Readers**
 - Make it clear why readers should care
- Make Actions Easy**
 - Make next steps and action items clear and precise
 - If there are no next steps, state that explicitly
 - Make next steps and action items as easy as possible to follow through on
 - » Provide in one place all information needed to act
 - » Reduce the number of steps and effort required to act
 - » If requesting a meeting, consider proactively proposing a specific date, time, and duration

Email busy.readers.science@gmail.com for trainings, testimonials, suggestions, and examples.

FOR EXAMPLES, GO TO: 



Funding Streams

Title I

Title II

Title IV

IDEA

SWSF

DPIA



Questions

Latisha Humphries

Family and Community Engagement Coordinator

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Questions?



Next Principal Chat

- Second Wednesday each month at 9:30 – 10:30am
- September 13
- Focus Topic: Data

Contact: schooladmin@education.ohio.gov



Exit Survey



Note This month's survey also includes questions about a family engagement newsletter and task force.

