AURORA INSTITUTE

WEBINAR

Strengthening the Learning Relationship Between Teachers, Families, and Students: Our Framework, Interventions, and Evaluation Efforts

September 16, 2020

Welcome

- **Introduce yourselves in the chat box.**
  - Share who you are, where you are from, and one hope you have for this school year.
- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. Attendees are also encouraged to respond.
- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

PowerMyLearning®

Strengthening Learning Relationships Between Teachers, Families, and Students

Our Framework, Interventions, and Evaluation Efforts

Introductions

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Professional Learning Specialist
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Objectives

- Gain an understanding of PowerMyLearning's research-based interventions for strengthening the triangle of learning relationships between students, family partners and teachers.

- Explore the successes and challenges of our evaluation efforts, including our research partnerships, Strategic Evidence Plan and impact studies.

Please use the chat for questions!

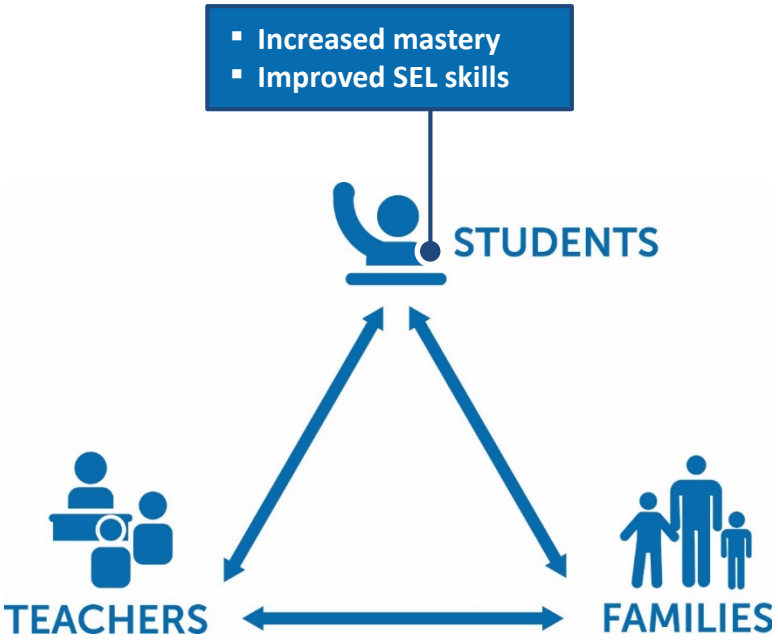
Reflect

Think of a time when your family supported your success in school. Or, think of a successful family engagement moment from your teaching career.

- What did that moment feel like for you?
- What was powerful or memorable about that time?

Our Approach

At PowerMyLearning, we believe that students succeed when the trio of teachers, students, and families collaborate on the same learning goals. We call this trio the *triangle of learning relationships*.



Our Programs

Professional Development

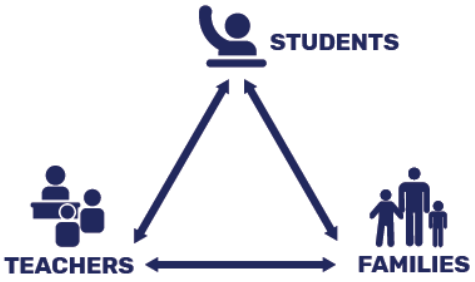
Online Family Workshops

Family Playlists®

Our Framework for Teachers

Our Framework for Teachers

Download the full Framework: powermylearning.org/framework



DOMAINS	AREAS OF INSTRUCTIONAL PRACTICE: WITH STUDENTS	AREAS OF INSTRUCTIONAL PRACTICE: WITH FAMILIES
Learning Environment	• Physical Space • Routines and Procedures • Inclusive Community • Culture of Learning	• Communicating with Families • Building Trust with Families
Instructional Planning and Delivery	• Coherence • Rigor • Relevance and Cultural Responsiveness	• Sharing Learning Expectations with Families • Connecting to Family Context and Culture
Data Driven Decision Making	• Formative Assessment • Differentiation and Personalization • Actionable Feedback	• Gathering Data from Families • Sharing Data with Families
Student Agency	• Goal Setting and Reflection • Student–Driven Learning • Peer Collaboration • Learning Conversations	• Goal Setting with Families • Extending Learning Beyond the Classroom • Learning Conversations at Home

Inclusive Community

LEARNING ENVIRONMENT

Inclusive Community

Indicator

Teacher creates a community in which all students feel safe and valued and have a sense of belonging. Teacher supports perspective-taking and encourages students to practice empathy, exhibit kindness, respect differences, and celebrate diversity.

Exemplar

The teacher makes an intentional effort to ensure that all students feel welcome and comfortable in class by prioritizing relationships and trust-building with and among students and celebrating diverse contributions. The teacher engages students in frequent discussions around classroom culture, encourages them to take on different perspectives, and addresses conflict in the classroom in a way that repairs harm and promotes social and emotional learning.

Evidence could include:

ARTIFACTS SUCH AS:

- Community norms or classroom contract co-created with students and regularly referenced
- Classroom ambassador program to welcome and support new students
- Wide range of student work and contributions celebrated for unique strengths
- Wall of appreciation, message board, or other forums in which students provide positive feedback to their peers

TEACHER BEHAVIORS SUCH AS:

- Using reflection protocols to unpack the teacher's own cultural frame of reference, and practicing mindfulness regarding the impact of the teacher's interactions on students
- Validating students' personal experiences and acknowledging realities that affect their daily lives
- Enforcing the behavior management system in a way that is fair and culturally responsive—i.e., cognizant of students' cultural differences and potential misperceptions or value judgments
- Celebrating collective effort in addition to individual accomplishment
- Seeking out and demonstrating enthusiasm for contributions from all students, including tracking interactions to ensure that all students receive positive affirmations
- Expressing care and warmth through both verbal and nonverbal communication
- Building personal connections with students by asking about their lives, interests, and emotional well-being, and demonstrating vulnerability by sharing appropriate personal interests and experiences to build trust and rapport
- Noticing and intervening when there is peer-to-peer conflict in a way that reinforces norms of respect in the classroom, helps students mentally and emotionally reset, and focuses on repairing any harm caused by the incident
- Teaching students that it is okay to disagree and helping them learn to do so productively
- Calling out positive displays of empathy, kindness, and respect in the classroom between peers
- Making time to play and have fun as a class

STUDENT BEHAVIORS SUCH AS:

- Reminding each other of norms and expectations
- Celebrating one another's accomplishments
- Encouraging, offering help, and being kind to classmates
- Demonstrating a high level of comfort in interactions with peers and teacher
- Sharing personal feelings and experiences with the teacher when appropriate

Learning Conversations – Student Agency

STUDENT AGENCY

Learning Conversations

WITH STUDENTS

Indicator

Teacher provides opportunities and resources for peer discussion around learning content to help students process and apply new information while developing strong speaking and listening skills.

Exemplar

The teacher makes speaking and conversation an integral part of the curriculum and uses discussion as a tool for engaging students, helping them process and apply new concepts and information, and developing their critical thinking skills. The teacher establishes expectations for respectful academic discourse and scaffolds student conversations through modeling, structured interaction activities, and tools such as graphic organizers and sentence frames. Students pose questions to one another and the teacher and build on each other's ideas using content vocabulary. Students apply their communication skills to a variety of situations, from small discussions to group presentations and debates.

Evidence could include:

ARTIFACTS SUCH AS:

- Desks organized in pairs or small groups to facilitate conversation
- Sentence frames for academic discourse on student desks or anchor charts
- Clearly organized word wall with key vocabulary and concepts from the current unit
- Graphic organizers or manipulatives to spark conversations and help students organize ideas
- Charts displaying a variety of discussion protocols
- Rubrics or checklists with guidelines for presenting to a group

TEACHER BEHAVIORS SUCH AS:

- Co-creating norms for academic discourse with students, and reinforcing those norms regularly
- Prompting students to turn and talk to each other about a concept or skill during a lesson
- Modeling conversation moves such as building off the ideas of others, asking for clarification, disagreeing respectfully, and supporting claims with reasoning and evidence
- Pointing out students' use of academic discourse moves and content vocabulary
- Validating and supporting students' use of their dialects, speech patterns, and cultural ways of communicating
- Planning thought-provoking discussion tasks that engage students in critical and creative thinking
- Scaffolding student discussion by providing time for students to organize their thoughts in writing
- Using protocols to ensure active and equitable participation
- Incorporating movement into student discussions through activities such as concentric circles or four corners
- Giving students opportunities to practice speaking and presenting to groups of their peers

STUDENT AGENCY

Learning Conversations at Home

WITH FAMILIES

Indicator

Teacher creates opportunities for students to deepen understanding of academic content and strengthen communication skills by leading learning activities and discussions at home with their families.

Exemplar

The teacher encourages students and families to engage in academic discussions beyond the school day by providing prompts to continue learning conversations at home, with students taking the lead wherever possible. During class the teacher models and has students model what learning conversations at home might sound like, including teaching academic concepts to someone at home. Families talk regularly with students about their learning, ask probing questions to push their thinking, and feel comfortable sharing feedback about home learning conversations with the teacher.

Evidence could include:

ARTIFACTS SUCH AS:

- Interactive homework assignments that require students to teach a family partner about what they are learning in school
- Sentence frames for academic discourse shared with families
- Fliers, newsletters, class websites, or messages that include prompts for families to engage in home learning conversations about specific concepts and themes from class

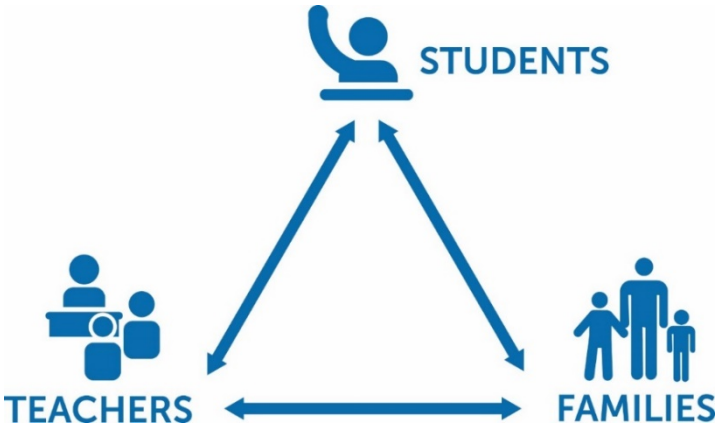
TEACHER BEHAVIORS SUCH AS:

- Replacing or supplementing traditional homework assignments with learning conversations or simple, hands on activities that students and families can discuss together
- Modeling and having students model how to explain a concept from class to a family member
- Leveraging communication systems (including digital apps, websites, newsletters) to ensure that families receive resources to engage in learning conversations at home
- Reassuring families that they do not need to be content experts in order to engage in learning conversations with students
- Encouraging families to ask their children to take the lead and share what they know
- Asking families for feedback based on their conversations with students
- Expressing appreciation and encouragement to families that are engaging their child in learning conversations outside of school

FAMILY BEHAVIORS SUCH AS:

- Prompting learning conversations with their child during dinner, while walking to school, at bedtime, or during other times they are already spending together
- Adopting a supportive role and encouraging their child to take the lead in teaching them about what they are learning in school
- Using probing questions to prompt students to explain their problem-solving steps or areas of confusion when supporting with homework
- Sending teachers feedback based on learning conversations with their child

Learning Conversations – Student Agency



6 Conversation Prompts for Families to Make Homework Time Easier

Helping your child with homework can be stressful if you don't know a lot about what they're learning in school. The good news is that the best way to support your child is to let them show you what they're learning! Research shows that letting your child teach you what they're learning helps them develop a deeper understanding of the material and can boost their grade from a C to a B+.

Let Your Child Take the Lead!

Ask guiding questions like the ones below to help your child problem-solve using the resources they have from class. Or search together for additional resources on PowerMyLearning Connect!

Find Resources

- What are you learning in school that can help with this?
- Where can we find more information?

Explain the Process

- What strategy do you want to use? Why?
- Where should we start? What comes next?

Make Connections

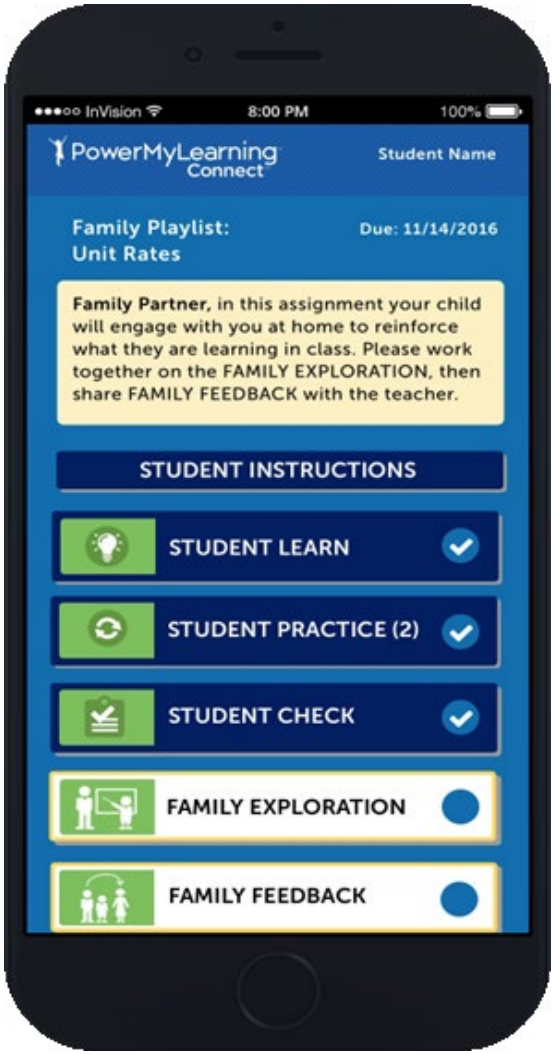
- How does this connect to what you learned last week?
- When would you use this in the real world?

PowerMyLearning

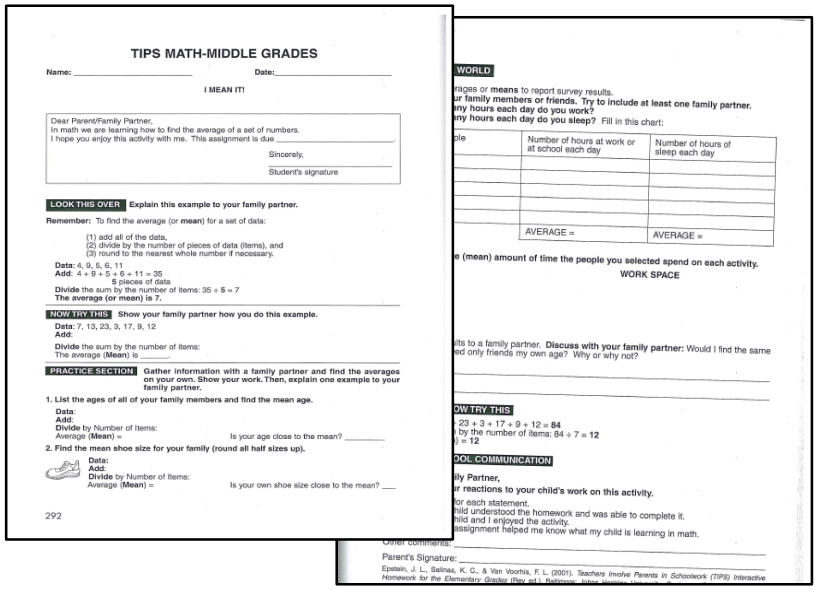
Family Playlists

Demo

www.joinpml.org



The Evidence Base Underlying Family Playlists



TIPS MATH-MIDDLE GRADES

Name: _____ Date: _____

I MEAN IT!

Dear Parent/Family Partner,
In math we are learning how to find the average of a set of numbers.
I hope you enjoy this activity with me. This assignment is due _____.

Sincerely,

Student's signature

LOOK THIS OVER **Explain this example to your family partner.**

Remember: To find the average (or **mean**) for a set of data:

(1) add all of the data,
(2) divide by the number of pieces of data (items), and
(3) round to the nearest whole number if necessary.

Data: 4, 9, 5, 6, 11
Add: 4 + 9 + 5 + 6 + 11 = 35
5 pieces of data
Divide the sum by the number of items: 35 ÷ 5 = 7
The average (or mean) is 7.

NOW TRY THIS **Show your family partner how you do this example.**

Data: 7, 13, 23, 3, 17, 9, 12
Add:
Divide the sum by the number of items:
The average (**Mean**) is _____.

PRACTICE SECTION **Gather information with a family partner and find the averages on your own. Show your work. Then, explain one example to your family partner.**

1. **List the ages of all of your family members and find the mean age.**
Data:
Add:
Divide by Number of Items:
Average (**Mean**) = Is your age close to the mean? _____

2. **Find the mean shoe size for your family (round all half sizes up).**
Data:
Add:
Divide by Number of Items:
Average (**Mean**) = Is your own shoe size close to the mean? ___

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WORLD

rages or **means** to report survey results.
ur family members or friends. Try to include at least one family partner.
ny hours each day do you work?
ny hours each day do you sleep? Fill in this chart:

ple	Number of hours at work or at school each day	Number of hours of sleep each day
	AVERAGE =	AVERAGE =

e (mean) amount of time the people you selected spend on each activity.

WORK SPACE

lts to a family partner. **Discuss with your family partner:** Would I find the same
ed only friends my own age? Why or why not?

OW TRY THIS
23 + 3 + 17 + 9 + 12 = **84**
by the number of items: 84 ÷ 7 = **12**
) = **12**

OOL COMMUNICATION

ily Partner,
r reactions to your child's work on this activity.
or each statement.
hild understood the homework and was able to complete it.
hild and I enjoyed the activity.
assignment helped me know what my child is learning in math.

Other comments: _____

Parent's Signature: _____

Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework for the Elementary Grades* (Rev. ed.). Baltimore, Johns Hopkins University Center on School, Family, and Community Partnerships.

Rigorous studies of TIPS showed:

- **more positive and frequent interactions** between students and their families
- **better achievement and emotional outcomes** over the control condition

JOHNS HOPKINS UNIVERSITY

Dr. Steven Sheldon from Johns Hopkins advises PowerMyLearning on the development of Family Playlists **to ensure fidelity to the core components of the TIPS model**

PowerMyLearning

Family Learning Activities – Students as Teachers

Student: *As we add more height the distance the car travels is greater. The relationship between height of an object and its potential energy is direct. As the height increases so does the potential energy.*

Parent: *I loved this task. I even learned things that I did not have very clear...We learned together Thank you!*

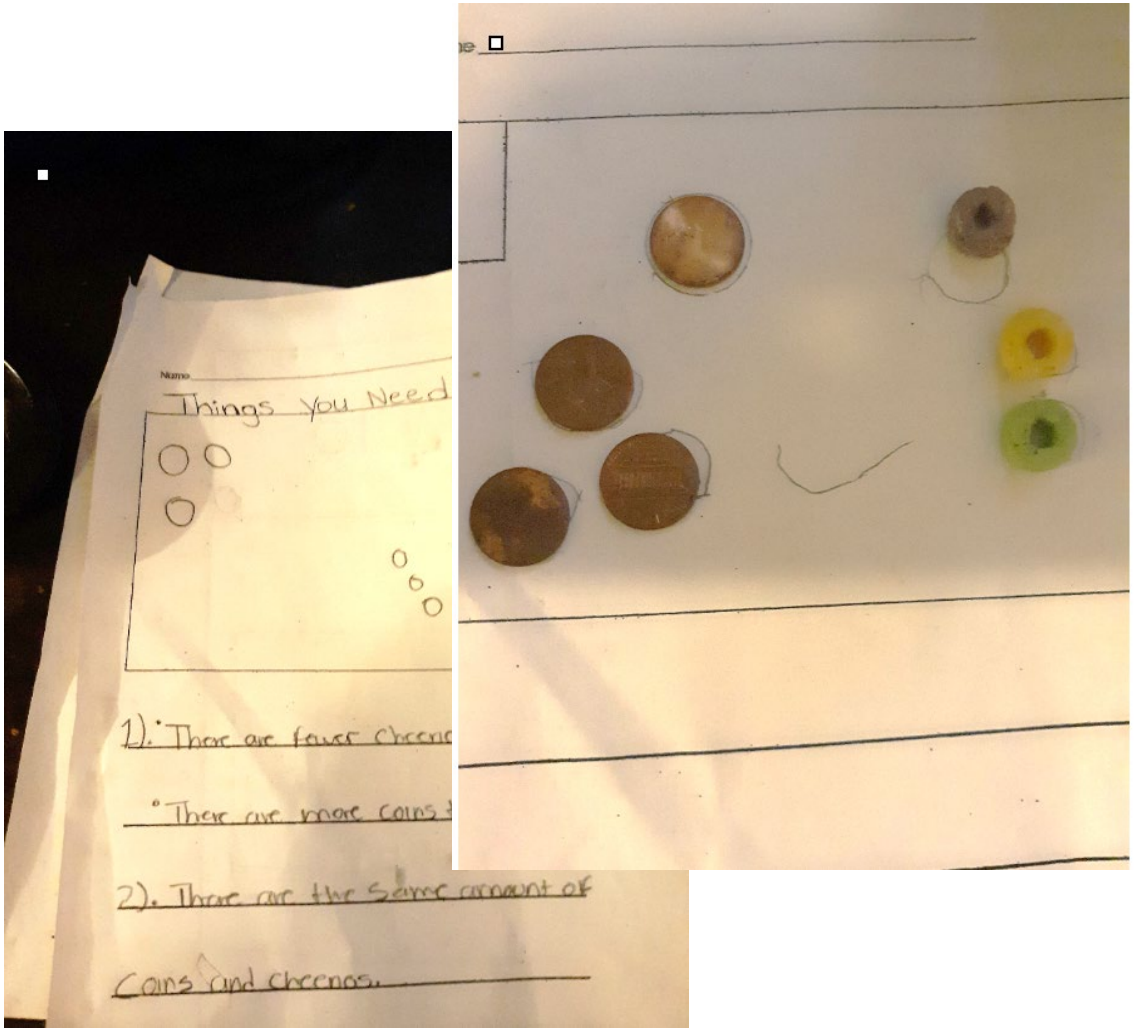
Family Learning Activities – Using Translation

"Me gustó hacer esto con mi hijo ya que puedo divertirme con el. Y reinos de lo que hacemos. Y también saber que está haciendo las tareas. Gracias feliz noche"
- Ms. Díaz, Parent

"I liked doing this with my son since I can have fun with him. And also to know that you are doing the tasks. Thank you have a good night"
- Ms. Díaz, Parent

Family Learning Activities – Getting Parent Feedback

***Parent**: Tireyah needs more help seems a little confused. I will continue to help her much as I can.*

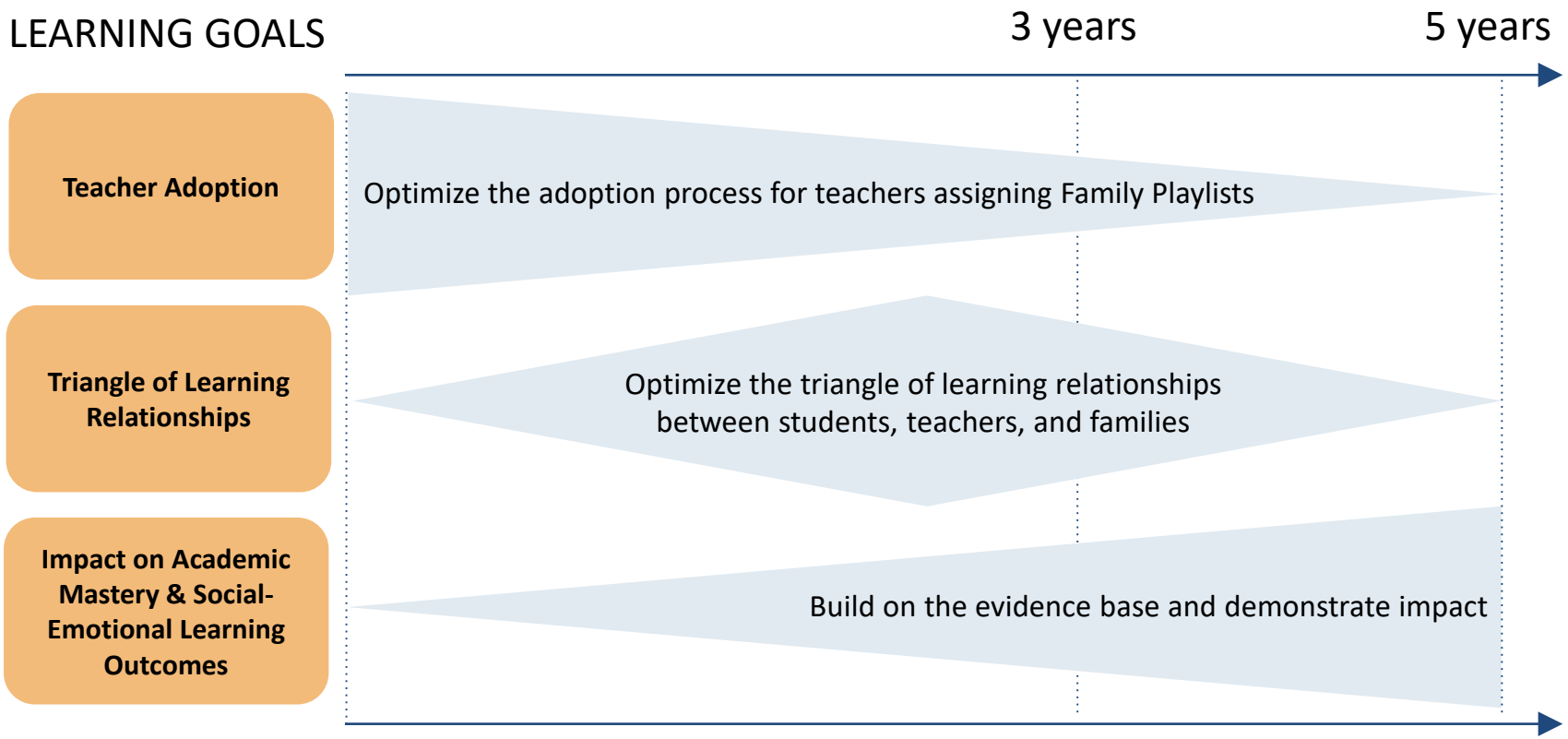


Research & Evaluation

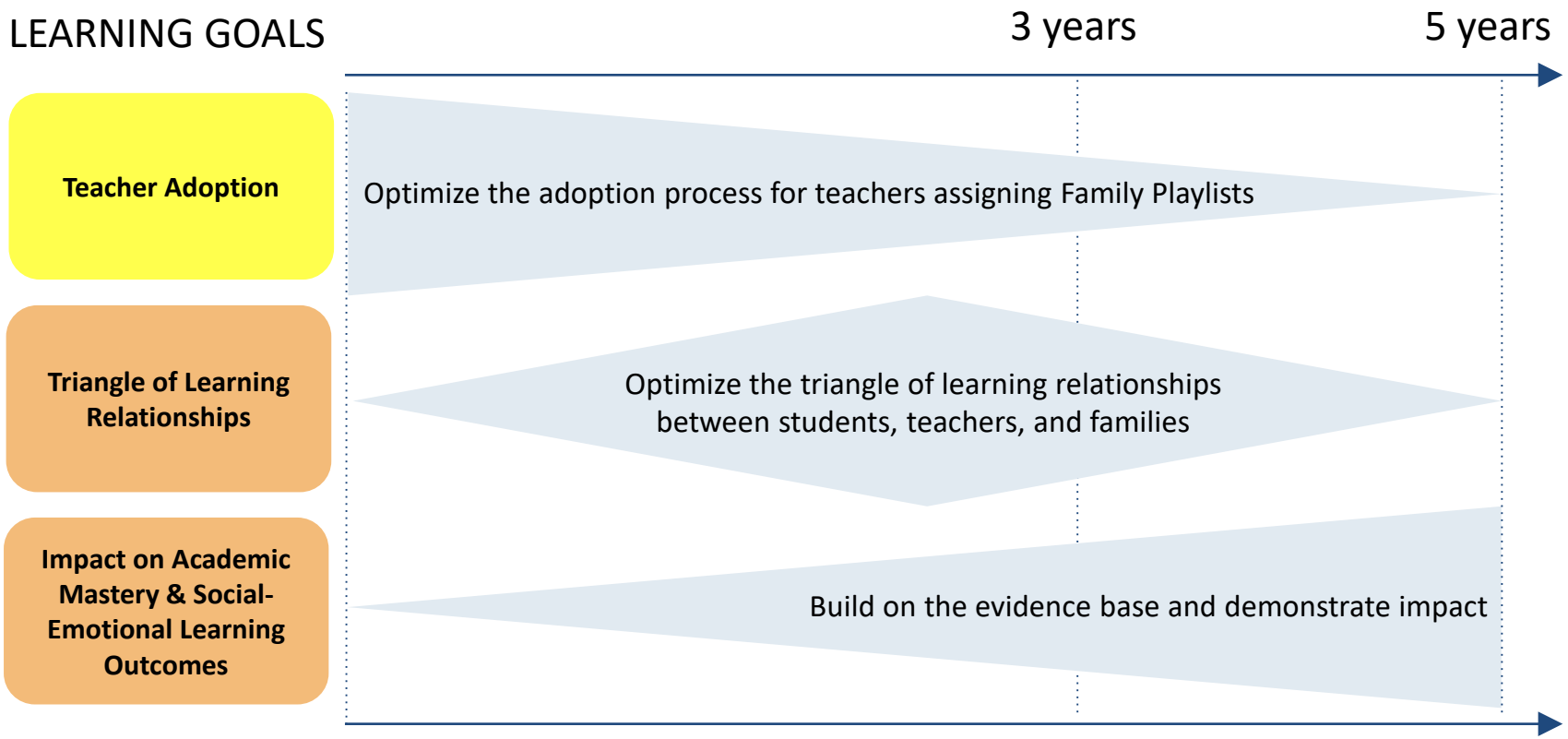
Project Evident

One of only three organizations – and the only one focused on education – selected to build a Strategic Evidence Plan

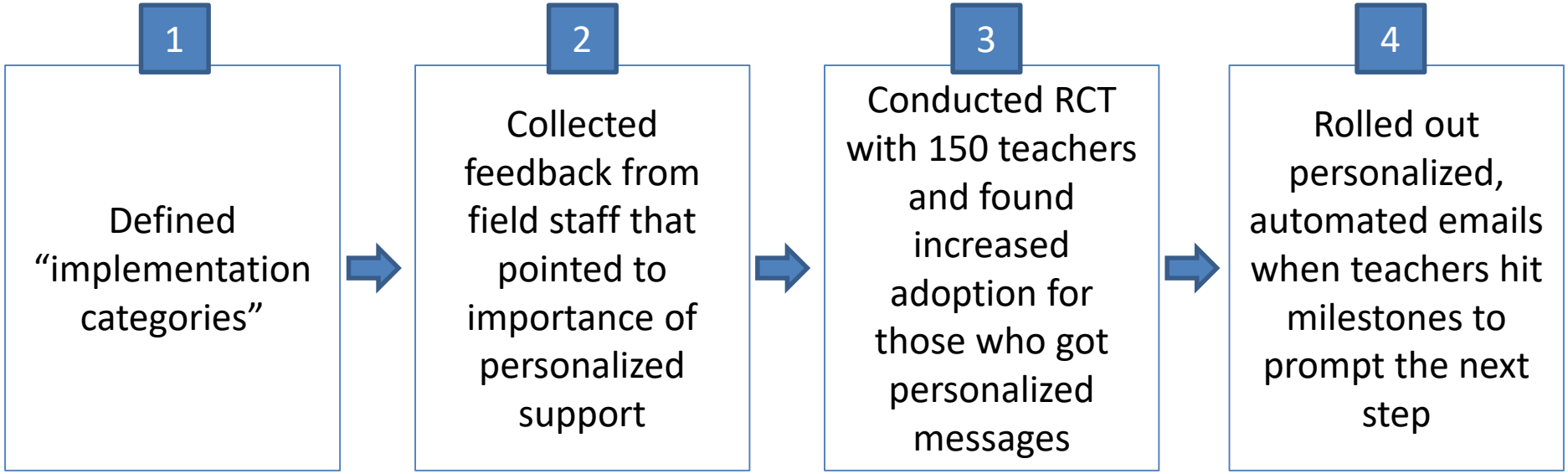
Learning Goals for Family Playlists



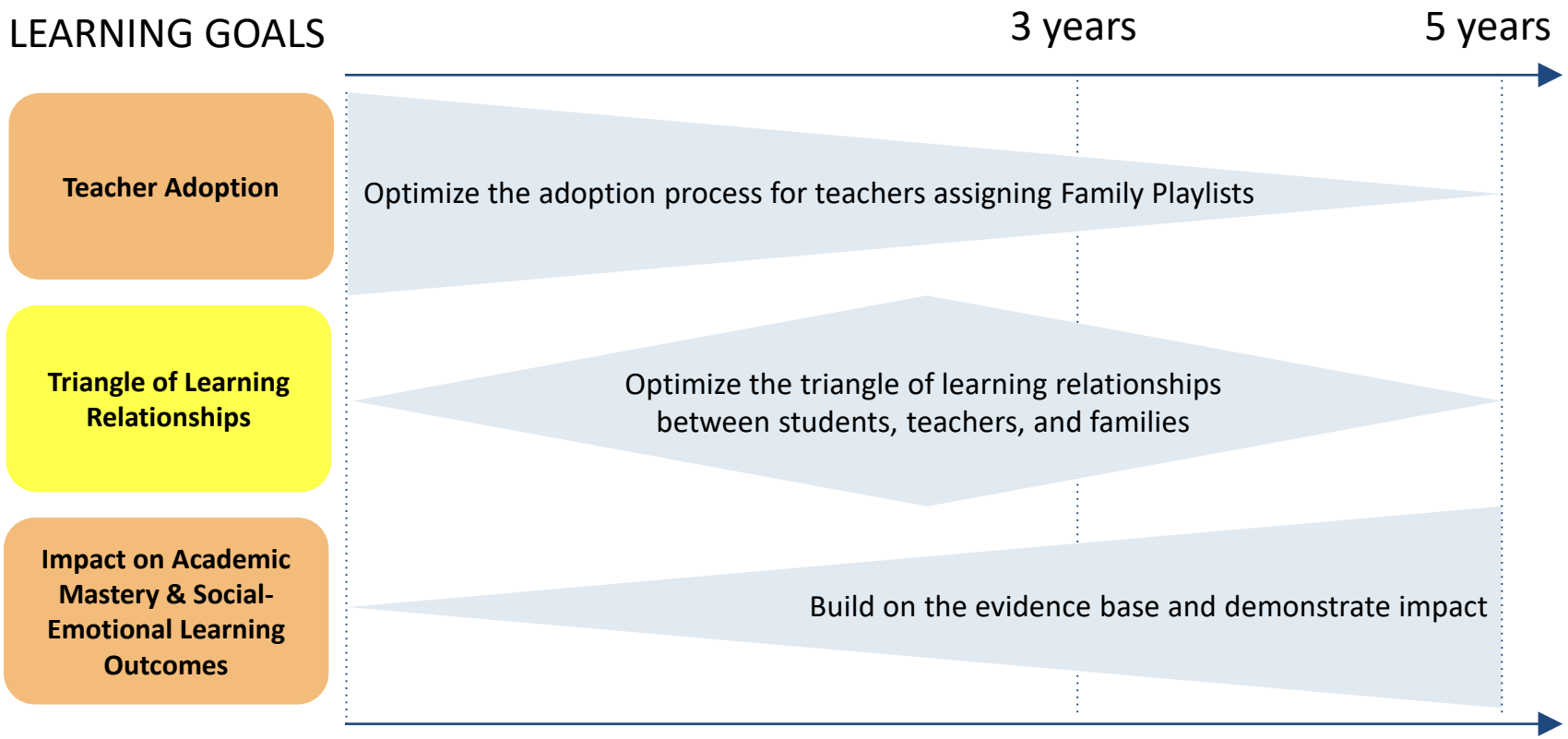
Learning Goals for Family Playlists



Learning Goal #1: Teacher Adoption - Deep Dive on Messaging



Learning Goals for Family Playlists



Learning Goal #2: Triangle of Learning Relationships

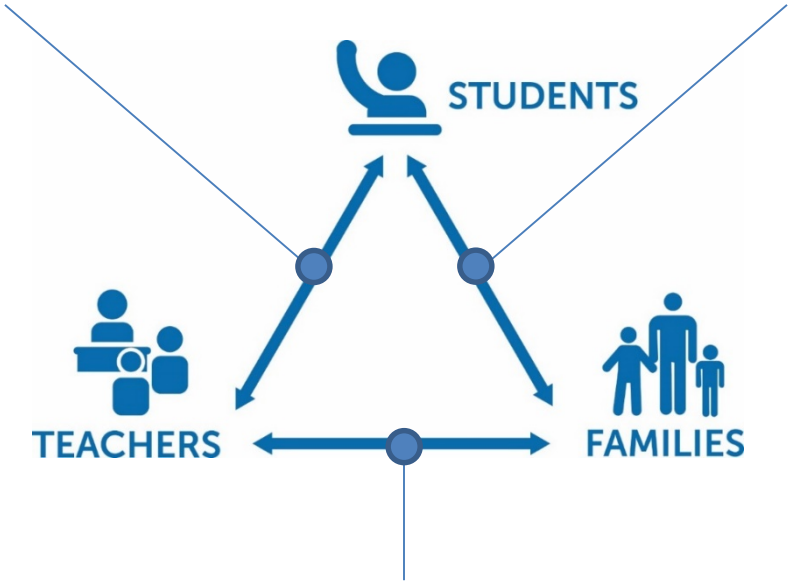
1

Defined metrics to measure the triangle of learning relationships

Learning Goal #2: Triangle of Learning Relationships

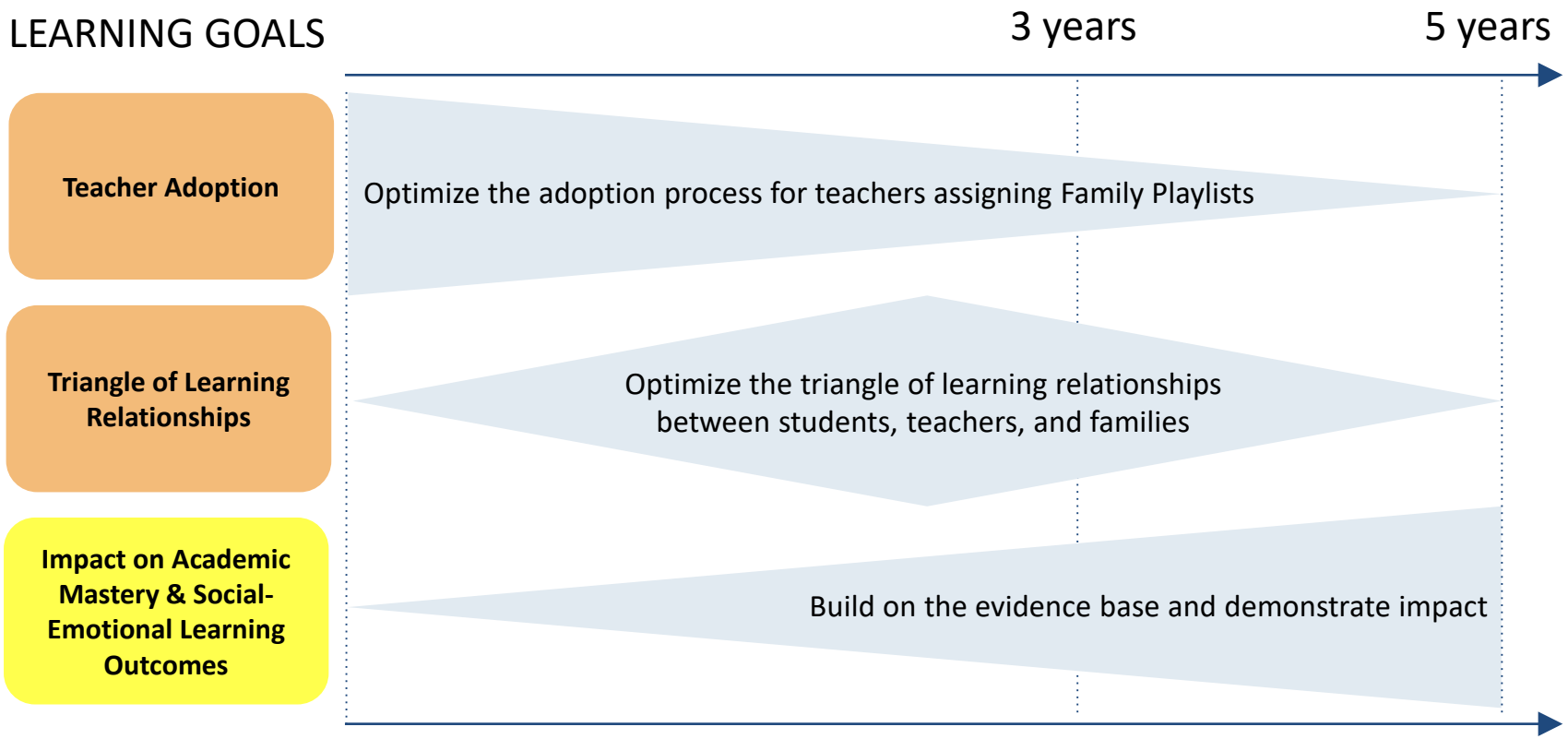
88% of teachers said they gained a more holistic understanding of their students

93% of parents reported that they enjoyed working on Family Playlists with their child



86% of teachers said they strengthened their connections with their students' families

Learning Goals for Family Playlists



Learning Goal #3: Impact on Academic Mastery and SEL Skills

Academic Mastery

- First rigorous study of 7th grade math showed statistically significant impact ($p<0.001$) of Family Playlists on math test scores with effect size (Cohen's d) of 0.33

SEL Skills (in progress)

- 86% of teachers said their students became more aware of themselves as learners (*self-awareness and growth mindset*)
- 91% of teachers said it helped their students take on the perspective of other learners as they prepare to teach (*social awareness*).

Strengthening Organizational Data Culture

Progress Made to Date

- Built an Operational Data Store (ODS) with PowerBI for data visualization
- Restructured staff and hired a Harvard Data fellow to lead our research efforts
- Identified experts to support research design and analysis

What's Next

- Connect various data sources to easily see how different variables affect one another
- Continue to extend data culture

Q & A

Appendix

Impact to Date and Strategic Evidence Plan

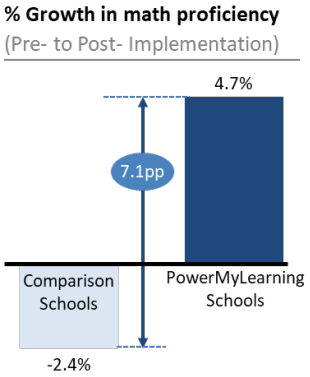
Family Playlists Impact

4 months of additional learning per school year based on NY state test score data (statistically significant effect size of 0.33*, p >0.001, n=132)

- 91% of families participated in Family Playlists during our pilot compared to a 30% family participation rate prior to the pilot
- Families with different home languages participated at comparable rates: 91% for the English-speaking families and 89% for Spanish-speaking families

Professional Development (PD) Impact

- Partner schools have grown in math proficiency by 7.1 percentage points (pp) more than comparison schools (n=5,730)**



- 84% of teachers say our support was among the most valuable they've experienced in their careers
- 82% of teachers demonstrate growth in the majority of the domains on our research-based teacher observation rubric

Strategic Evidence Plan

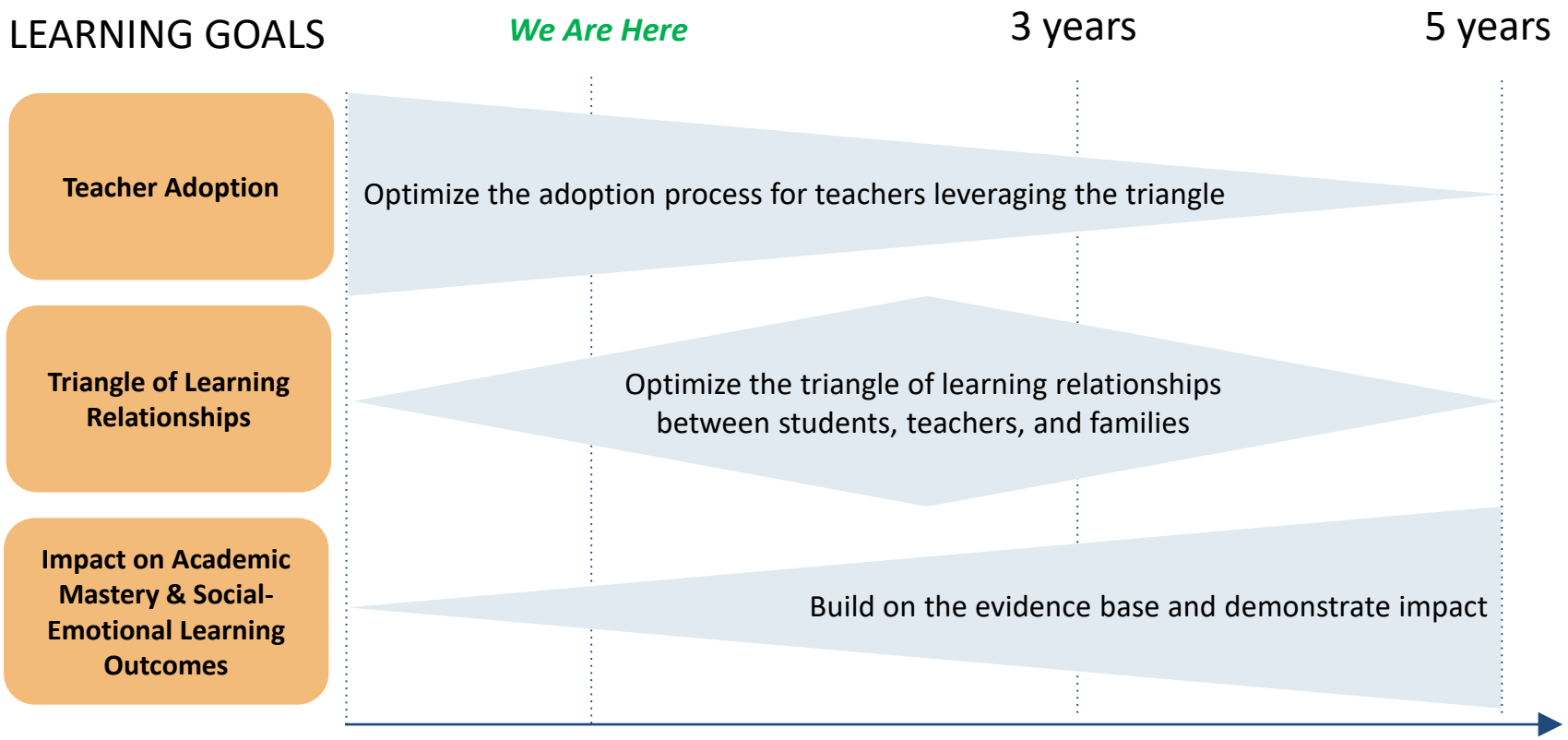
We are in the second year of a five-year Strategic Evidence Plan focused on expanding the evidence around the effectiveness of Family Playlists and our PD. These results are also critical for our influence campaign, which is designed to change the nationwide standard for family engagement. We built our Strategic Evidence Plan with Project Evident – an organization that selected us as one of their first partners based on our commitment to data and evidence.

*An effect size of 0.33 is well beyond the federal What Works Clearinghouse criteria of 0.25 for a "substantively important" effect
**As part of the strategic growth plan, we will be changing about 25% of the PD model from when this data was collected (p. 13)

Return

Impact to Date and Strategic Evidence Plan | Learning Goals

Our first learning goal supports our efforts to scale; our second learning goal supports our understanding and maximizing impact pathways; and our third learning goal supports evaluation. All learning goals support continuous improvement.



Learning Conversations

STUDENT AGENCY

Learning Conversations

Indicator

Teacher provides opportunities and resources for peer discussion around learning content to help students process and apply new information while developing strong speaking and listening skills.

Exemplar

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- Using protocols to ensure active and equitable participation
- Incorporating movement into student discussions through activities such as concentric circles or four corners
- Giving students opportunities to practice speaking and presenting to groups of their peers
- Encouraging students to engage in debate and articulate arguments

STUDENT BEHAVIORS SUCH AS:

- Demonstrating non-verbal listening skills such as eye contact and nodding
- Building on, responding to, and challenging each other's ideas
- Using vocabulary words in context
- Describing their thought process or problem-solving steps to their peers
- Demonstrating comfort speaking in front of peers

Learning Conversations at Home

STUDENT AGENCY

Learning Conversations at Home

WITH FAMILIES

Indicator

Teacher creates opportunities for students to deepen understanding of academic content and strengthen communication skills by leading learning activities and discussions at home with their families.

Exemplar

The teacher encourages students and families to engage in academic discussions beyond the school day by providing prompts to continue learning conversations at home, with students taking the lead wherever possible. During class the teacher models and has students model what learning conversations at home might sound like, including teaching academic concepts to someone at home. Families talk regularly with students about their learning, ask probing questions to push their thinking, and feel comfortable sharing feedback about home learning conversations with the teacher.

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- Using probing questions to prompt students to explain their problem-solving steps or areas of confusion when supporting with homework
- Sending teachers feedback based on learning conversations with their child

Return

Impact to Date and Strategic Evidence Plan | Plan Overview

PowerMyLearning has built a top tier Strategic Evidence Plan with the help of Project Evident; Project Evident selected us as the first education non-profit to build one based on our commitment to data and evidence.

PowerMyLearning and Project Evident collaborated on an Evidence Building Plan that...

Defines evidence priorities with a 3-year plan to accelerate progress	**Identifies investments** needed to achieve evidence priorities	**Communicates a framework** for evidence-building decisions and activities	**Creates internal and external alignment** with staff and key stakeholders	**Optimizes field-building capacity** and the ability to contribute meaningfully to evidence-based policy

The Strategic Evidence Plan is informed by

Literature Review of Evidence Landscape

Theory of Change Creation

PowerMyLearning Document Review

Review of PowerMyLearning systems and tools

Interviews and focus groups with PowerMyLearning Staff

Interviews and focus groups with funders and education policy organizations

NEAB

Consultation with Project Evident National Evaluation Advisory Board

See next slide for learning goals

Quick Feedback

One-Minute Survey:
https://www.surveymonkey.com/r/AuroraWebinar_9-16-20

Pre-Symposium Webinar Series

1. **Assessing Field-level Change: Lessons from the Evaluation of the Assessment for Learning Project** | September 17, 2020 | 2 pm EST
2. **Integrating Project-Based Learning in Online and Blended Courses in Indiana** | September 21, 2020 | 2 pm ET
3. **Putting Data to Work: Formative Evaluation and Continuous Improvement in Transformative Education Efforts** | September 22, 2020 | 2 pm EST
4. **NCAA Review Process: Why and How… and What's Different During COVID-19?** September 24, 2020 | 2 pm ET
5. **Increasing Capacity for Mastery-Based Learning in Washington State** | September 28, 2020 | 2 pm ET
6. **Science of Motivation: 5 Barriers to Student Motivation and How to Fix Them** | September 29, 2020 | 2:30pm ET
7. **Developing Equity, Efficacy, and Effectiveness in a Competency-Based System** | October 1, 2020 | 2 pm ET
8. **Building Educator Capacity for Equity: Competency-Based Approaches to Professional Learning for Teachers and Administrators** | October 5, 2020 | 2 pm ET
9. **Impact of Personalized Learning through Interest-Based Internships** | October 6, 2020 | 2 pm ET
10. **Improving the Equity in Personalized Learning through a Multi-Tiered System of Support (MTSS) Approach** | October 8, 2020 | 2 pm ET
11. **Implementing Student-Centered Learning: Lessons Learned from Leaders in the Arena** | October 13, 2020 | 2 pm ET
12. **Lessons from COVID-19: How Competency-Based Education Provided for Continuity of Learning in Three North Carolina Schools and Is Shaping the Path Forward** | October 15, 2020 | 2 pm ET

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