

School-Level Leadership Development in Family and Community Engagement

Thompson School District

Loveland, CO



COLORADO
Department of Education

In January 2018, Thompson School District (TSD) worked with the Colorado Department of Education (CDE) to provide building administrators with a professional development opportunity. The purpose of the three-hour presentation was to build the capacity of district principals and assistant principals to integrate and elevate family, school, and community partnering (FSCP) practices in schools, and to collect baseline data across the system to drive district improvement planning in the area of FSCP.

This training was mandatory for elementary administrators and optional for middle and high school administrators. Attendance included 31 site-based administrators representing 28/33 TSD buildings. Activities included:

- Site-based self-assessments using CDE’s Multi-Tiered Systems of Support Practice Profile for FSCP.
- Sharing specific FSCP challenges occurring in their schools, and using a Mailbox protocol, collaboratively shared ideas and possible solutions.
- Reviewing federal, state and local guidance for FSCP.
- Reviewing changes to requirements under ESSA.
- Reviewing and unpacking of the 6 National PTA Standards, TSD FSCP Policy, and CDE guidance.
- Reviewing the research and evidence base for FSCP that leads to student growth and school improvement.
- Participating in a World Cafe for sharing knowledge, surfacing needs, leading collaborative dialogue, and creating paths of action for FSCP practices in TSD.
- Showcasing Promising FSCP Practices in TSD Schools.
- Identifying and sharing resources and training to support partnering efforts in TSD.

After the session, TSD staff recognize that many promising practices are in place within schools and a lot of potential still exists. The World Cafe model surfaced common misconceptions, challenges, and needs in schools across the district, and drives the action planning, professional development planning, and communications planning for the coming year. It also identified schools in need of targeted supports, as well as schools with promising practices that can be replicated at other sites.