Home Visits in Middle and High School:
Building Trusting Relationships and Supporting Families to Play
Age-Appropriate Roles

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Think of a middle or high school teacher that had an impact on you and your life trajectory. What did he/she do to have that kind of impact?

What do you want your legacy to be with your students? How will they remember you?
Who We Are

In DC, Flamboyan Foundation is accelerating student learning by helping educators transform their relationships with families through **effective family engagement** strategies that include parents as partners in their child’s success.

In Massachusetts, 1647 is **reimagining family engagement as a partnership** between families and schools that is essential to student success.
You Will Walk Away With:

• Data and stories that support the impact of relationship building in the upper grades

• Models for how to implement home visits in middle and high school
The Myths of Family Engagement in MS and HS

- Families are tired by middle school and just want teachers to teach their kids.
- Students need to be independent, so families shouldn’t be overly engaged and teachers shouldn’t call home.
- Families can’t support their students academically in upper grades or with their college planning.
- Others?
Family Engagement in Secondary Schools Matters

Research confirms that parent engagement in middle and high school positively impacts students’ academic achievement, school attendance, high school graduation, and college matriculation.

Adolescent Development = Change in Parental Roles

School Structure Changes
Adolescent Development = Change in Parental Roles
Adolescent Development = Change in Parental Roles

Elementary: Parent as Teacher

Secondary: Parent as Coach
Changing School Structure

Advisory

Grade Level Meetings
Stories of Impact

- Monquia Bumpers, Parent of High School Student at Columbia Heights Education Campus, Washington, DC
Stories of Impact

- **Kim Rodriguez**, 11th grade English Teacher at High School Learning Center, *Lawrence, MA*
You will walk away with:

• Data and stories to support the impact of relationship building in the upper grades
  – **TABLES**: Develop one sentence that describes the impact of home visits in upper grades.

• Models for how to implement home visit in middle and high school
Whole School Home Visits

- Develop a Family Engagement Leadership Team (FELT) to lead colleagues in this work.

- Schedule and conduct home visits through advisory. *Advisor leads visits for students in their advisory and attend with another teacher from the grade level team.*

- Provide tools to support teachers in coordinating schedules.

- Communicate home visits to students and invest them. *Student attends the home visit and may even generate some of the questions.*

- Share learning from the home visit with other teachers who instruct the student.
Creating Proof Points by Working with the Willing

• Get school leader and union buy-in.

• Invite staff to home visit training and provide coverage.

• Identify leadership team across small schools or grade levels.

• Pair participating teachers for scheduling and support.

• Offer Professional Learning Community to connect with teachers at other schools.

• Provide new trainings each year to expand the work.
After the Visit: Then What?

- Maintain the relationship through consistent communication.
- Use what was learned on the home visit to meet the unique needs of students and families.
Questions for the Panel

- **Monquia Bumpers**, Parent of High School Student at Columbia Heights Education Campus, *Washington, DC*

- **Whimpper Barahona**, Spanish Teacher at International High School, Lawrence High School, *Lawrence, MA*

- **Kim Rodriguez**, 11th grade English Teacher at High School Learning Center, *Lawrence, MA*
Contact Us

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