Family Engagement & Collaboration for Student Success

Colorado Department of Education
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Family Engagement

- According to Francois Gagne, Canadian scholar, families are among the critical catalysts in the development of talent.
- This session will share strategies to help districts improve their Family Engagement efforts to improve academic outcomes for Culturally diverse Gifted learners, whose needs may differ and yet, be similar to mainstream families raising Gifted children and youth.
Describe your Family Models

- At your tables, discuss
- Share 3 responses
Culturally Responsive Family Engagement

- Use culture as a mediator
- Understand or engage cultural experts to assist
- Ensure that language differences are accounted for
- Use Family instead of Parent on forms, letters, etc
- Reach out often by school and district
Gagne’s Talent Development Model

**NATURAL ABILITIES**

**GIFTS (G) = top 10 %**

**DOMAINS**

- INTELLECTUAL (GI)
  - General intelligence (‘g’ factor)
  - Fluid, crystallized reasoning
  - Verbal, numerical, spatial (V NeX)
  - Memory: procedural, declarative

- CREATIVE (GC)
  - Inventiveness (problem-solving)
  - Imagination, originality (‘arts’)
  - Carroll’s ‘retrieval fluency’

- SOCIAL (GS)
  - Perceptiveness (manipulation)
  - Interacting: social ease, tact
  - Influence: persuasion, eloquence, leadership, courting, parenting

- PERCEPTUAL (GP)
  - Vision, hearing, smell, taste, touch, proprioception

**MUSCULAR (GM)**

- Power, speed, strength, endurance

**MOTOR CONTROL (GR)**

- Speed (reflexes), agility, coordination, balance

**ENVIRONMENTAL (E)**

**MILIEU (EM)**

- Physical, cultural, social, familial

**INDIVIDUALS (EI)**

- Parents, family, peers, teachers, mentors

**PROVISIONS (EP)**

- Enrichment: curriculum, pedagogy (pacing)
  - Administrative, grouping, acceleration

**INTRAPERSONAL (I)**

**GOAL-MANAGEMENT**

- PHYSICAL (IF)
  - Appearance, handicaps, health

- MENTAL (IP)
  - Temperament, personality, resilience

- AWARENESS (IW)
  - Self & others: strengths & weaknesses

- MOTIVATION (IM)
  - Values, needs, interests, passions

- VOLITION (IV)
  - Autonomy, effort, perseverance

**DEVELOPMENTAL PROCESS (D)**

**ACTIVITIES (DA)**

- Access
- Content
- Format

**PROGRESS (DP)**

- Stages
- Pace
- Turning points

**INVESTMENT (DI)**

- Time
- Money
- Energy

**COMPETENCIES**

**TALENTS (T) = top 10 %**

**FIELDS**

- ACADEMIC (TC)
  - Language(s), maths, sciences, humanities, vocational

- TECHNICAL (TT)
  - Transport, construction, crafts, manufacturing, agriculture

- SCIENCE & TECHNOLOGY (TI)
  - Engineering, medical, social

- ARTS (TA)
  - Creative, performing
  - Applied, visual, written, spoken

- SOCIAL SERVICE (TP)
  - Health, education, community

- ADMINISTRATION SALES (TM)
  - Management, marketing, protection, inspection

- BUSINESS OPERATIONS (TB)
  - Records, financial, distribution

- GAMES (TG)
  - Video & card, e-sports, puzzles

- SPORTS & ATHLETICS (TS)
Meeting families where they are:

- In their communities
- Using culture as a mediator
- Engaging families as leaders to help/train other families
- Use community centers, faith houses as sites for workshops, informational sessions
Collaborating with Families/Schools

Families reaching in

Schools reaching out
Offer workshops at varied levels based on needs of parents

- Make no assumptions; survey parents
- Train parents as workshop leaders
- Begin with Gifted 101
- Offer Social-Emotional Needs sessions
- Offer Career Development/Looking to the Future sessions
Make sessions inviting

- Go to community
- Provide refreshments
- Provide daycare
- Latino families may bring entire group
- Use high school or college students as caretakers for community service hours
Build a program you can be proud of

- Share your success with others
- Bring in community experts/civic leaders to help and share their resources
- Distribute materials throughout the community