

# MOD 6.1 Exploring Family and Community Engagement with an SEL Lens



## TAKE IT DEEPER: Social Emotional Learning with Families: From Involvement to Partnership

What does “engagement” or “partnership” really look like in terms of SEL? This chart offers a continuum from traditional family involvement to engagement to partnership with SEL focused examples. While it is necessary and positive for schools to “involve” parents as “helpers,” [research](#) tells us it will not lead to shared ownership of student outcomes and school improvement in the ways engagement and partnerships will. Refer to next page for chart “Continuum from Involvement to Partnership.”

Informed by from [Goodall & Montgomery \(2014\), Partners in Education: A Dual-Capacity Building Framework for Family-School Partnerships](#) (2013), CASEL (2020).

Reflect on your experiences with FCE as an educator. Has SEL been a core feature of FCE practice in your experience and context? What do you believe are the goals of your context's FCE practices?

What are two steps that are within your control that you could take to expand or sustain the family engagement and parent opportunities in your context?

List SEL-related practices that you, your school, or your district offer families. Where on the involvement-engagement-partnership continuum do your primary SEL-FCE practices fall?

1                      2                      3                      4                      5  
Involvement <-----> Engagement <-----> Partnership

What do you think are some barriers to family engagement and partnership generally? For educators? For families?

# MOD 6.1 Exploring Family and Community Engagement with an SEL Lens



## Continuum from Involvement to Partnership

What does "engagement" or "partnership" really look like in terms of social and emotional learning? This chart offers a continuum from traditional family involvement to engagement to partnership with social and emotional learning focused examples. While it is necessary and positive for schools to "involve" parents as "helpers," research tells us it will not lead to shared ownership of student outcomes and school improvement in the ways engagement and partnerships will.

### Involvement

- Families help with school-directed classroom tasks such as preparing SEL lesson materials as directed by teacher
- Families attend and volunteer at school-led SEL events
- Families supply food or materials for events or
- Schools share information about SEL initiatives with families
- Families read and respond to communication from school about SEL

### Engagement

- Educators collect and use information about families including their culture, background, and experiences
- Schools work to build their own capacity to engage families around SEL
- Schools work to be welcoming, inviting spaces for families
- Schools collect and use information about family engagement experiences
- Families participate in SEL team and give input on school-wide and student SEL goals
- Families participate in student SEL through activities that extend into the home/community
- Families are invited to participate in classroom learning
- Families and educators use well-established two way communication avenues to communicate about social, emotional, and academic learning
- Translations of key SEL documents available in families' first languages

### Partnership

- Educators prioritize building trusting authentic relationships with families, remain curious about and seek to understand and leverage their social and emotional practices, strengths, and assets
- Family representatives share leadership in non-tokenized, meaningful, equitable ways on site councils and other groups and a site-wide SEL team-families contribute to school policies including climate, discipline, and SEL
- Families and educators co-construct community, school-wide, and student SEL goals-priorities are family and community centric, not school-centric
- Schools and families work together using a dual capacity building approach to promote SEL among families and community
- Family funds of knowledge are integrated into the curriculum and school activities
- Families inform culturally sustaining practices
- Families conduct action research on SEL topics within school and monitor goals for continuous improvement purposes
- Families co-construct goals and agenda for FCE SEL events
- Families and educators use multiple two-way, multilingual communication avenues
- Parent-teacher conferences are led by students and focus on their holistic development

Informed by from [Goodall & Montgomery \(2014\)](#), [Partners in Education: A Dual-Capacity Building Framework for Family-School Partnerships \(2013\)](#), [CASEL \(2020\)](#).