

FAMILY ENGAGEMENT

9-12



Action Guide



Illinois State Board of Education VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

ACTION GUIDE FOR FAMILIES

This action guide is intended to provide information and resources to support a family's role as partner in their child's learning.

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www.ilclassroomsinaction.org



9-12 Family Backpack Guide

Illinois Learning Standards



In 2010 Illinois adopted the Illinois Learning Standards incorporating Common Core to support success for all students. These standards were written by educators and experts, in order to provide a consistent, clear and challenging set of grade level learning expectations for all students.

Why Are the New Illinois Learning Standards Important?

The Illinois Learning Standards help all children learn the knowledge and practice skills to be successful in each grade level. These standards set clear expectations for what every student should know and be supported in successful performance in key areas such as: reading, writing, speaking and listening, language, mathematics, science, and social science.

These standards ensure classroom learning builds on the prior year's learning and prepares students for the next year. As you get to know the grade level expectations, working with your child(ren)'s teacher becomes a two-fold support for their learning. To learn more about the standards and their intended impact on educational excellence visit:

<http://www.ilteachervoices.org/>

	What to Look for in the Backpack	What Can You Do at Home
English Language Arts (ELA)	Reading and writing tasks on real-life events, such as historical events, science, biographies and news articles.	Find non-fiction materials - books, magazines, newspapers, news sites that are appropriate and support your child's access.
	Assignments that require students to point out facts and information in a text to support their answers and opinions. Expect to see prompts such as, "how do you know that?" or "where did you find that information?" on assignments.	Ask your child to provide evidence in everyday discussions and disagreements. Ask questions that prompt them to tell you how they know or where they received their information.
	Texts that focus on building a strong vocabulary and understanding words that appear cross-content-areas or with multiple meanings. Students will read and build perseverance with complex text.	Support the option of needing to find new word definitions and applying words or similar sounding words in multiple settings (weigh and way).



	What to Look for in the Backpack	What Can You Do at Home
Mathematics	FOCUS - Tasks to help students understand the logic and processes of addition and subtraction, including problem solving and place value.	Know what concepts are important for your child based on their grade level and spend time working on those concepts.
	COHERENCE - Tasks that build on the foundations set in previous grades and expectations of later grade levels.	Ask your child about the math they are doing at school. Encourage them to talk about the math. Ask them to try and teach you - which deepens their learning process.
	RIGOR - Tasks where students will show all of their work and be able to explain their process for arriving at an answer. Students will be working on ratios and proportional reasoning, early expressions and equations, arithmetic of rational numbers, linear algebra and linear functions.	Be aware of what concepts your child struggled with last year and support your child in those challenge areas.

COMPREHENSIVE SKILLS 9-12th grades	
ELA & Literacy in ALL Core Content	Math
Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis	Working with rational and irrational numbers, including working with rational exponents
Making more connections about how complex ideas interact and develop within a book, essay, or article	Solving problems with a wide range of units and solving problems by thinking about units
Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and detecting inconsistencies and ambiguities	Solving real-world and mathematical problems by writing and solving nonlinear equations, such as quadratic equations
Making an argument that is logical, well-reasoned, and supported by evidence	Interpreting algebraic expressions and transforming them purposefully to solve problems
Writing a literacy analysis, report, or summary that develops a central idea and coherent focus and is well supported with relevant examples, facts and details	Analyzing functions algebraically and graphically, and working with functions presented in different forms
Conducting several research projects that address different aspects of the same topic, using more complex sources	Working with function families and understanding their behavior
Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible	Analyzing real-world situations using mathematics to understand the situation better and optimize, troubleshoot, or make an informed decision
Sharing research, findings, and evidence clearly and concisely	Proving theorems about triangles and other figures
Making strategic use of digital media to enhance understanding of findings and to add interest	Solving applied problems involving trigonometry of right angles
Determining or clarifying the meaning of words and phrases, choosing flexibly from multiple strategies, such as using context, Greek and Latin roots, and consulting specialized reference materials	Using coordinates and equations to describe geometric properties algebraically
Interpreting figures of speech in context and analyzing their role in the written materials	Making inferences and justifying conclusions from sample surveys, experiments, and observational studies
	Working with probabilities and using ideas from probability in everyday situations

Did you know there are standards in all of these areas?

- Science
- Social Science
- Fine Arts
- Enhanced PE
- Social Emotional Learning



For more details visit: www.11classroomsinaction.org

SUPPORTING THE WHOLE CHILD!

Learning Supports

For decades, Illinois has been a national leader in support of the whole child through a comprehensive system of learning supports. The reality of these efforts has culminated in linking prevention and intervention services and systems to reduce barriers in learning and teaching to community efforts to support public health and intensive intervention needs. Some topics that fall under this district and school area are:

- 1) Health & Wellness
- 2) Brain Development
- 3) Nutrition
- 4) Children's Mental Health
- 5) Enhanced Physical Education
- 6) Social Emotional Learning
- 7) Student Engagement
- 8) School Culture & Climate
- 9) Family Engagement

Here are some recommended resources for families:

This project supports families who work with their children to build regular family routines. Building routines on real-life situations such as bedtime and mealtimes, the Ready4Routines project seeks to strengthen executive function skills in adults and children, while also increasing predictability within young children's lives.



www.isbe.net/family-engagement/default.htm

Myframeworks.org/wp-content/uploads/2015/10/Raising-Caring-Confident-Capable-Children.pdf

HOW DO WE KNOW MY CHILD IS LEARNING?

Educators measure learning through assessments, such as:

- how prepared a student is for learning (what does a student already know)
- the level of knowledge and/or skill students have acquired *after* teaching
- snapshots of student retention and use of knowledge or skills

Assessments help educators support student learning by:

- identifying what specific knowledge, skills or concepts need additional attention
- identifying needed changes in the instruction to meet student needs
- identifying the need for additional learning supports

Teachers support student learning everyday through formative assessment. Formative assessment is the frequent “checks for learning” in the classroom . It provides the dual purpose of giving students an awareness of their learning as well as guiding the teacher to instructional adjustments. Strategies used in formative assessment include: student response via white boards, exit slips, structured group discussion, response by technology, learning logs, student portfolio entries, informational observations, artifacts, and self and peer reflections. The responses obtained through observation, conversation, formative assessment checks, quizzes, tests, etc. allow students to demonstrate their learning over time.

Quality assessment will not only reflects student knowledge, but also informs and motivates the student to take charge and responsibility of the their learning.

Formative assessment is used by teachers on a daily basis. There are two additional types of assessment that make up a balanced assessment system used to inform educational decisions at the classroom, district and state level. Interim assessments are used by educators periodically throughout the year for predicting student success, evaluating ongoing programs and informing teaching and learning. Summative assessments are used for evaluating student programs or to school success at an end point in time.

Possible Parent Questions for Teachers

- Can you show me examples of my child’s work that demonstrates their understanding of important concepts?
- How does my child know that they have mastered a specific task or if they comprehend material?
- How often will I learn about my child’s progress in learning? How will I get this information?
- How can I, as a parent, learn more about how assessments are used to support my child’s learning?



HOW CAN I ENGAGE WITH MY SCHOOL?

Within the Classroom

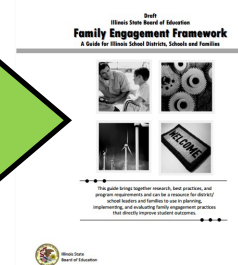
1. **STAY UP TO DATE!** Communicate changes in address, phone number, and email address as soon as possible - and inform teachers of your preference!
2. **KEEP A SCHEDULE!** Your time is valuable and teacher/school prepared calendars can be valuable for supporting learning and/or special events.
3. **OPEN YOUR HOME!** Allowing a teacher to visit your home (especially when your children are young) can be a bridge builder between places in your child's world.
4. **SHARE LIFE!** Life events (positive and challenging) can impact your child at school (new sibling, new pet, vacation, sports/music/community achievement, new health issue, separation/divorce, moving, passing of pet, family stress, etc.)
5. **VOLUNTEER!** Time can be offered for different levels of involvement including review of social emotional lessons at home (offering best possible amounts of rest/sleep, nutrition, value for educational success, - OR - assist teacher with prep work, field trips, lunch/recess support, fundraising, etc.)

Within the School Building

1. **SMILE!** Smiles and a thank you can support those who support your child.
2. **PARTICIPATE!** Showing up and following the directions of the event staff are so helpful when schools gather families together to share what they've accomplished. Let these events be about the kids!
3. **RESPECT!** If there are times you don't agree with decisions being made at school, model respectful ways to share your feelings and opinions. ASK for clarity, then ASK for a conversation, then ASK for collaboration towards a solution.
4. **DON'T FORGET!** Educators have a great deal of responsibility to ALL families. If something takes place that you interpret as negative or unnecessary - be forgiving. If there is something your child needs, contact your school and discuss it.
5. **CELEBRATE!** - The entire school staff participate to meet your child's needs, recognizing their efforts throughout the school year reminds them that you're watching!

Know how to encourage engagement at your school! ISBE offers a guide for family engagement on their website.

<http://www.isbe.net/family-engagement/default.htm>



HOW CAN I SUPPORT LEARNING AT HOME?

Options for families to check on daily/weekly learning:

Tell me what you are learning in math.

What are you writing this week? What do you like to write about?

What are you reading in your classes? What kinds of things do you like to read about?

How are you using technology in your classes?

RESOURCES TO HELP AT HOME

<http://www.isbe.net/homework.htm>

<http://www.scholastic.com/parents/everything/ages-11-13>

<https://www.common sense media.org/guide/essential-school-tools>

<http://www.readingrockets.org/article/how-parents-can-support-common-core-reading-standards>

<https://homeworkhelpdesk.org/>

<https://www.khanacademy.org/>

<http://greatminds.net/parents>

<http://commoncoreil.org>

<http://raisethebarparents.org/>

Additional ISBE Family Engagement Resources:

<http://www.isbe.net>

English Language Learning - <http://www.isbe.net/bilingual/htmls/ellparents.htm>

Early Childhood Education - <http://www.isbe.net/earlychi/default.htm>

Learning Supports - <http://www.isbe.net/learningsupports/html/partnerships.htm>

Special Education and Support Services - <http://www.isbe.net/spec-ed/html/parents.htm>

Innovation and Improvement - <http://www.isbe.net/grants/html/parent.htm>

INFORMATION CONNECTING MY FAMILY AND SCHOOL.

Who is my first contact with any concerns?	My Child's School Info:	When and how will I get to share my opinion throughout the school year?
Who might be my second contact for concerns?	My Child's Teacher Info:	

What individuals are part of the team that cares for my child while at school (names)?

Bus Driver(s)	Dean
Cafeteria	PE
Counselor	MATH
Nurse	ELA
Librarian	
Music	

Who do I call if I need help with my child's needs?	What person has my child built a positive relationship with and trusts besides his/her teacher:	Who can I call if I need assistance for my whole family?
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Local District & School Information