

May 2001

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NCPIE Update

Stonewall Jackson High School

Time Magazine's High School of the Year

"Pulling in the Parents"

Congratulations to Steve Constantino, principal, the staff, parents and students of Stonewall Jackson High School for being chosen **Time Magazine's High School of the Year**.

What makes it special is that Stonewall Jackson was chosen because of its focus on family involvement. The *Time* article is titled "Pulling in the Parents". You can read all about it in the May 21st edition.

It's terrific that *Time* has recognized the importance and impact of family involvement on student achievement. The fact that it's Steve's high school makes it that much more meaningful to NCPIE!

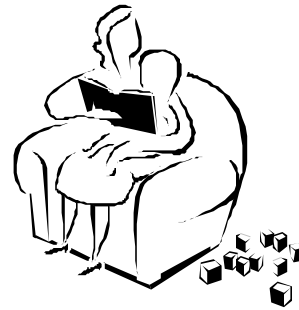
If you can't find the magazine, I'd be happy to fax you a copy of the article or you can go to Steve's web site: www.familyfriendlyschools.org.

The National Center on Education and the Economy

During the April NCPIE Meeting, Judith Curtis, Director of Sales and Marketing and the Product Division, for the National Center on Education and the Economy (NCEE), presented an

overview of NCEE and talked about its many programs and products.

The National Center's work is standards-based reform and they provide multiple resources to schools, district, and states. New Standards™, a joint project between the Learning Research and Development Center at the University of Pittsburgh and NCEE, are academic standards for grades K - 12.



These standards clearly spell out what students should know and be able to do, with

challenging tests that give students a chance to use their knowledge.

There are performance assessments in reading, writing, mathematics, science and applied learning that are matched to the standards.

Of specific interest to NCPIE was the handbook, *For our Children: A Parent's Guide to New Standards* which explains what performance standards are and provides specific examples of what parents should expect of students by the end of fourth grade, eighth grade and tenth grade.

Focusing on young children, Judith highlighted another handbook, *What Parents Need to Know Grade by Grade: Literacy in Kindergarten through Third Grade*. In this particular handbook, parents are given examples of what student work should look like at

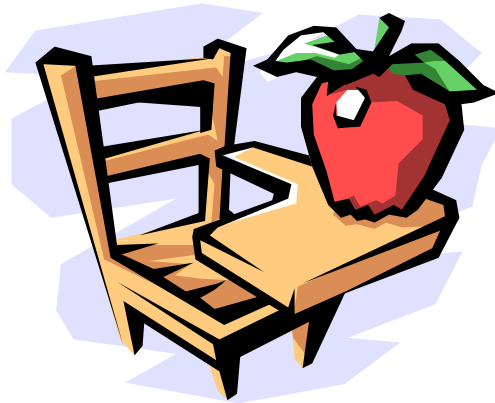
each level and are also given suggestions and recommendations on what they can do at home on a daily basis to increase student achievement. The handbook contains a wonderful pull out poster with tips on what parents can do day by day.

Also, just published, is the New Standards™ guide, *Speaking & Listening: For Preschool Through Third Grade* which spells out the skills children need to learn in preschool, kindergarten and 1st grade and what they need to know by 2nd and 3rd grade.

I encourage you to learn more about NCEE's services and products by going to their web site: www.ncee.org. You will find them to be a valuable resource.

The National Clearinghouse for Comprehensive School Reform Parent Involvement Efforts

Our second presenter, Naomi Housman, talked about the National Clearinghouse on Comprehensive School Reform (NCCSR), where she is Assistant Director of Outreach. NCCSR is a partnership of the George Washington University, the Council for Basic Education, and the Institute for Educational Leadership. To give you some background, particularly for those unable to be at the



meeting, the U.S. Congress established the Comprehensive School Reform Demonstration (CSRD) project in 1998 for the U.S. Department of Education.

Its major purpose is to provide financial incentives for schools to develop comprehensive school reforms based on reliable research

and effective practices, including an emphasis on basic academics and parental involvement. Schools apply for three-year grants and although the application procedures may vary by district and state, all must develop plans that integrate the nine components listed below:

Goals: have measurable goals for student performance and benchmarks for meeting those goals.

Supportive staff members: ensure that programs are selected and supported by school faculty, administrators and staff before implementation.

Research-based methods: employ strategies that are based on reliable research and effective practices and have increased student achievement in schools with diverse characteristics.

External assistance: use high-quality external technical support from a CSR entity with experience and expertise in school-wide reform.

Parental and community involvement: provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.

Hope to see you at:

Partners Make a Great IDEA A National Summit on the Shared Implementation of the Individuals with Disabilities Education Act

**June 20-23, 2001
Grand Hyatt Hotel
Washington, DC**

This national summit is a key strategy to bring the full range of stakeholders in IDEA into a discussion about building a commitment together to successfully implement the law while improving results for all students.

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Staff development: provide high-quality and continuous teacher and staff professional development and training.

Coordination of resources: identify how all resources available to the school will be used to coordinate services to support and sustain the school reform effort.

Evaluation: include a plan for evaluating the implementation of the school-wide reform and its impact on students' achievement.

Comprehensive approach: have a comprehensive design for effective school functioning that included instruction, assessment, classroom management, professional development, parent involvement, and school management, that aligns the school's curriculum, technology and professional development into a school-wide reform plan.

NCCSR collects and disseminates information on education reform efforts. Their web site: www.goodschools.gwu.edu provides a full range of valuable data and resources including a catalog of school reform models. NCCSR has a wealth of information for everyone involved in the school reform movement.

We invite you to send us articles on successful experiences in parent involvement.

This is a opportunity particularly for organizations or groups outside the Washington metropolitan area to tell the NCPIE membership about their parent involvement activities.

Each article should be 150 words or less and can be sent via e-mail to: jocelyn@ncea.com

The National PTA®

National Standards for Parent/Family Involvement Programs

The National Standards for Parent/Family Involvement Programs are guidelines for leaders of institutions with programs serving parents and families. They are:

Standard 1:
Communicating—Communication between home and school is regular, two way, and meaningful.

Standard II:
Parenting—Parenting skills are promoted and supported.

Standard III:
Student Learning—Parents play an integral role in assisting student learning.

Standard IV:
Volunteering—Parents are welcome in the school, and their support and assistance are sought.

Standard V:
School Decision-Making and Advocacy—Parents are full partners in the decisions that affect children and families.

Standard VI:
Collaborating with Community—Community resources are used to strengthen schools, families, and student learning.

These standards have been reprinted from the National PTA® 1998 publication titled *National Standards for Parent/Family Involvement Programs* and can be accessed at: www.pta.org/programs/invstand.htm. They are available in several languages including Cambodian, Chinese, English, Korean, Spanish, and Vietnamese.

Upcoming NCPIE Meetings and Presentations

**June 27, 2001
9:00-12:00 p.m.
NEA Building
Conference Room A**

Institute for Responsive Education (IRE)
IRE will present a technical assistance and training workshop that provides the skills and materials needed to cultivate, maintain and evaluate educational partnerships among schools, family and community members

**July 2001
No Meeting**

**August 29, 2001
9:00-12:00 p.m.
NEA Building
Conference Room A**

Presentation topic to be announced

Correction!

The Head Start guides: Engaging Parents, Communicating with Parents, and Partners in Decision Making can be accessed via the Head Start web-site at:

www.headstartinfo.org

Each parental involvement resource can be found in the “browse title” section of the Head Start Catalog portion of the site.

These parental involvement and training resources were covered in the April Edition of the NCPIE Update.

AACTE Receives Grant to Investigate Best Practices in Parental Engagement

The American Association of Colleges for Teacher Education (AACTE) and the Metropolitan Life Foundation have announced the creation of the AACTE-Metropolitan Life Foundation Parental Engagement Institute.

AACTE, with the support of Metropolitan Life Foundation, created the Institute to ensure that the nation’s teacher education programs effectively prepare pre-service teachers to engage parents and families toward student learning.

In key commentary concerning the partnership, Sybil Jacobson, President and CEO of MetLife Foundation said,

“Schools cannot successfully work in isolation from students’ families and parental engagement is becoming an increasing challenge as schools educate the largest, most diverse group of students in history. The Foundation is happy to partner with AACTE to help prepare teachers to build partnerships with families and communities.”

The Institute will support a national network of teacher preparation programs through the review and development of best practices. As an 18-month initiative, the Institute will focus on enhancing prospective teacher’s knowledge and skills in working with parents and will promote best practices in teacher education programs.

For more information please visit AACTE on-line at www.aacte.org.

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ADDRESS CORRECTION REQUESTED

