



In 2007 the Coro Center for Civic Leadership launched Leaders in Learning in partnership with A+ Schools and with support of The Grable Foundation. This report describes the purpose and outcomes of Leaders in Learning, outlines the results to date, and reflects on what we have learned from four years of experience.

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Leaders in Learning 2007-2010

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About Coro Pittsburgh

The Coro Center for Civic Leadership, Pittsburgh (Coro Pittsburgh), was founded in 1999 to advance ethical and effective leaders who share a commitment to civic engagement. We are building a leadership pipeline to foster collaboration within and across Pittsburgh's business, nonprofit and government sectors. We envision an inclusive democracy in which people of different backgrounds, views and sectors engage in their communities and work together constructively to improve the quality of life for all. Coro Pittsburgh challenges people to evolve, both personally and professionally, into individuals who have the tools to change their environment for the better. Coro does not create leaders, but rather brings out the leader in the person and equips them with the tools they need to transform the world around them.

About Leaders in Learning

Leaders in Learning is an experiential learning program that aims to support the vision for excellence in public education through citizen leadership, community engagement, and collaboration across all sectors and levels of the community. Participants include a broad cross section of individuals with a stake in building strong communities that can support strong schools – e.g., teachers, administrators, social sector professionals, researchers, parents, grandparents, business owners, and homeowners.

Measuring the Results of Leaders in Learning

Coro measures four key results of Leaders in Learning:

- Highly motivated, diverse individuals participate in the program.
- Participants enhance their leadership skills.
- Participants critically understand important educational issues.
- Participants make a commitment to the cause of school reform in Pittsburgh.

PARTICIPANTS ARE MOTIVATED AND DIVERSE

Each year we seek to assemble a selective group of diverse individuals based on their commitment to public education and likelihood of remaining engaged after their Leaders in Learning experience. Toward this end, we utilize our extensive networks in the education, nonprofit, government and business communities to recruit up to 30 applicants for the program, of which we select the 20 who demonstrate the highest level of motivation to contribute to the cause of public education reform. Appendix 1 contains a list of the 70 individuals who have completed Leaders in Learning between 2007 and 2010.

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TABLE 1. LEADERS IN LEARNING, SELECT DEMOGRAPHICS	2007	2008	2009	2010
AGES 18-34	42.1%	37.5%	44.4%	80.0%
AGES 35-49	52.6%	25.0%	44.4%	0
AGES 50-64	5.3%	37.5%	11.1%	20.0%
MALE	25.0%	29.4%	33.3%	23.5%
BLACK OR AFRICAN AMERICAN	40.0%	47.1%	16.7%	43.8%
ASIAN, NATIVE HAWAIIAN, OR PACIFIC ISLANDER	5.0%	0	0	12.5%
OTHER RACIAL IDENTIFICATION	10.0%	0	0	6.3%
\$20,000 OR LESS HOUSEHOLD INCOME	5.0%	11.8%	11.8%	5.9%
\$20,001-\$30,000 HOUSEHOLD INCOME	10.0%	11.8%	5.9%	17.6%
\$30,001-\$50,000 HOUSEHOLD INCOME	15.0%	17.6%	11.8%	23.5%
\$50,001-\$75,000 HOUSEHOLD INCOME	15.0%	23.5%	17.6%	11.8%
\$75,001-\$100,000 HOUSEHOLD INCOME	35.0%	11.8%	11.8%	11.8%
OVER \$100,00 HOUSEHOLD INCOME	10.0%	23.5%	41.2%	23.5%
WORKS IN THE PRIVATE SECTOR	10.5%	12.5%	5.9%	0
LESS THAN A BACHELOR'S DEGREE	5.0%	11.8%	5.6%	0
BACHELOR'S DEGREE OR HIGHER	95.0%	88.2%	94.4%	100.0%

Each year, we strive to assemble a highly diverse group of participants. Diversity is essential not only because it enables a wide variety of people to participate, but because diverse groups, the research tells us, create stronger learning communities. When working groups are diverse, members demonstrate greater “social sensitivity,” taking more care to facilitate participation from everyone. This participation, in turn, leads to better group decisions. Table 1 describes diversity of graduates in terms of age, gender, race, income, education and work sector.



Based on these demographic data, in order to maximize diversity in future classes we will need to take special care to ensure sufficient participation from males, individuals living in lower-income households, individuals with less than a bachelor's degree, and individuals who work in the private sector.

PARTICIPANTS HAVE ENHANCED THEIR LEADERSHIP SKILLS

Coro Pittsburgh uses a post-training survey to enable participants to self-assess how much they improved in different skills as a result of participating in the training component of Leaders in Learning. Each critical leadership skill that we measure on the survey is tied to one of the core values underlying our training. Appendix 2 lists each of the skills – which we call “Leadership Behaviors” – in connection with its underlying core value.

Tables 2, 2.1 and 3, created from post-survey data, display aggregate results of participants’ self-assessed improvement on various areas of skill development.[†] In all four years participants reported learning in all leadership skills that we measure. The most consistently high level of learning from year to year occurred in the areas of “making connections with others who can help me accomplish my goals,” and “listening to others,” followed by “able to receive support from others toward my own development,” and “able to respect different points of view.” Participants felt they developed the least in being able to “make a public speech.”

[†] For the items in Table 2 we included an additional response category on the 2010 survey, “Neither agree nor disagree.” Responses are therefore not strictly comparable to those of 2007-2009. For this reason, 2010 responses are presented separately, in Table 2.1.



TABLE 2. BECAUSE OF MY PARTICIPATION IN LIL I AM MORE ABLE TO*	2007		2008		2009		CORE VALUES
	AGREE STRONGLY	AGREE SOMEWHAT	AGREE STRONGLY	AGREE SOMEWHAT	AGREE STRONGLY	AGREE SOMEWHAT	
MAKE CONNECTIONS WITH OTHERS WHO CAN HELP ME ACCOMPLISH MY GOALS	56%	44%	56%	38%	73%	20%	<i>Building Relationships</i>
LISTEN TO OTHERS' IDEAS	29%	59%	56%	44%	56%	44%	<i>Building Relationships</i>
REACH A COMPROMISE	24%	59%	25%	75%	44%	56%	<i>Teamwork for Results</i>
CREATE A PLAN TO ADDRESS AN ISSUE OF IMPORTANCE TO ME	[NO DATA AVAILABLE]		44%	56%	31%	63%	<i>Teamwork for Results</i>
COMMUNICATE MY IDEAS TO OTHERS	29%	65%	31%	69%	27%	73%	<i>Building Relationships</i>
MANAGE CONFLICT	18%	59%	38%	63%	19%	69%	<i>Diversity</i>
RECEIVE SUPPORT FROM OTHERS TOWARD MY OWN DEVELOPMENT	[NO DATA AVAILABLE]		69%	31%	19%	75%	<i>Nurturing Leadership</i>
*Response categories include "Agree strongly," "Agree somewhat," "Disagree somewhat," "Disagree strongly."							

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TABLE 2.1 BECAUSE OF MY PARTICIPATION IN LIL I AM MORE ABLE TO*	2010		CORE VALUES
	AGREE STRONGLY	AGREE SOMEWHAT	
MAKE CONNECTIONS WITH OTHERS WHO CAN HELP ME ACCOMPLISH MY GOALS	69%	31%	<i>Building Relationships</i>
LISTEN TO OTHERS' IDEAS	62%	23%	<i>Building Relationships</i>
REACH A COMPROMISE	0	69%	<i>Teamwork for Results</i>
CREATE A PLAN TO ADDRESS AN ISSUE OF IMPORTANCE TO ME	42%	50%	<i>Teamwork for Results</i>
COMMUNICATE MY IDEAS TO OTHERS	46%	46%	<i>Building Relationships</i>
MANAGE CONFLICT	8%	69%	<i>Diversity</i>
RECEIVE SUPPORT FROM OTHERS TOWARD MY OWN DEVELOPMENT	31%	62%	<i>Nurturing Leadership</i>
*Response categories include "Agree strongly," "Agree somewhat," "Neither Agree nor Disagree," "Disagree somewhat," "Disagree strongly."			



TABLE 3. SUPPOSE THERE WERE AN ISSUE WITHIN THE SCHOOL SYSTEM ABOUT WHICH YOU WERE CONCERNED. PLEASE RATE THE EXTENT TO WHICH LIL HAS HELPED IMPROVE YOUR ABILITY TO:	2007		2008		2009		2010		CORE VALUES
	IMPROVED A GREAT DEAL	IMPROVED A FAIR AMOUNT	IMPROVED A GREAT DEAL	IMPROVED A FAIR AMOUNT	IMPROVED A GREAT DEAL	IMPROVED A FAIR AMOUNT	IMPROVED A GREAT DEAL	IMPROVED A FAIR AMOUNT	
RESPECT DIFFERENT POINTS OF VIEW	[NO DATA AVAILABLE]		69%	13%	50%	31%	23%	69%	Diversity
ASK THE RIGHT QUESTIONS TO UNDERSTAND THE PROBLEM BETTER	[NO DATA AVAILABLE]		25%	63%	19%	75%	39%	62%	Whole-Systems Thinking
TAKE A LEAD ROLE IN IMPLEMENTING A PLAN TO COMPLETION	29%	41%	31%	50%	13%	40%	25%	50%	Teamwork for Results
GET PEOPLE TO CARE ABOUT THE ISSUE	18%	65%	25%	56%	0	88%	31%	46%	Teamwork for Results
MAKE A PUBLIC SPEECH	18%	41%	19%	50%	0	43%	17%	33%	Building Relationships
*Response categories include "Improved a great deal," "Improved a fair amount," "Did not improve too much," "Did not improve at all."									

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In addition to the closed-ended questions reflected in the above tables and charts, the post-survey also contained the item: In your own words, please share what you gained by participating in Leaders in Learning. In order to depict the kinds of responses participants have given to this question, we reproduce all responses from 2010 participants:

“Networking with others.”

“[I] think more about process now.”

“I gained a vast amount of information on the education system in Pittsburgh, the state, and other parts of the country and world. I learned leadership skills and ways to manage my work and programs more effectively. I learned that I have a lot to learn. I learned about my leadership style and how to relate to others better in the workplace and [in my] personal life.”

“By participating in Coro I have gained a network of individuals who are concerned about the city of Pittsburgh's educational system. We are all willing to serve as agents of change to ensure that our children are educated and ready to be successful in the 21st century.”

“I gained a better understanding in regards to the importance of asking powerful questions. Also, I found the ‘OARRs’ [agenda management] information to be really helpful.”

“[I] met like-minded/committed people, [and attended] thought-provoking sessions.”

“Meeting new people; being exposed to others' beliefs, perspectives, and ideas.”

“I gained insight on the inner workings of a school system, and that it takes all units working together before there is even a chance at success.”

“A greater understanding of the challenges facing the public education system and ways in which we can use our talents and resources to collaborate and fix them.”

“So much. I particularly found useful the ‘Ladder of Inference’ [&] ‘Powerful Questions’ in just thinking about communicating in both professional and non-professional circles. The importance of asking pertinent questions and thinking of outcomes.”

“This has been an opportunity to network with others (particularly those within PPS).”

PARTICIPANTS ARE ENGAGED IN PUBLIC EDUCATION

Leaders in Learning participants engage in public education in several ways—by meeting with educational leaders, analyzing the educational system, participating in a group project, and making a commitment to the cause of public education. Each year participants conduct interviews with 12-15 educational leaders, representing a range of positions inside and outside the Pittsburgh Public Schools (PPS), and they organize a



structured conversation with an additional 12-15 individuals including high school students, teachers or school administrators. The interviews and conversation serve to deepen participants' understanding of the educational system and facilitate relationship-building with key stakeholders.

Participants have analyzed the educational system through readings, individual research, and a process of diagramming systemic relationships on particular topics of concern to the group. The system diagrams enable participants to carefully identify stakeholders relevant to the issue, reveal contributing factors that are often overlooked, and highlight key leverage points for making change in the system. A recurring theme in the system analyses has been the importance of family engagement in the educational success of students.

This theme became the focus of the 2007 class group project, in which several participants helped the school district create and publish a guide to parental engagement, and also of the 2009 class group project, in which participants conducted research and provided recommendations to improve parental engagement practices. Appendix 3, "Family Engagement in the Pittsburgh Public Schools," June 7, 2010, includes the background and results of the work conducted by the 2009 group. This report was presented to William Isler (VP Pittsburgh Board of Education), Sharon Shealey (member, Board of Education), Superintendent Mark Roosevelt, Director of Family Engagement Mark Conner, and several other decision-makers.

Table 4 utilizes pre- and post- program survey data to indicate participants' self-assessed changes in various measures of engagement in public education during the 12-week training period. Key findings are:

- Participants enter the program with a very high level of confidence that they can "personally influence the quality of schools and the school system" in their community. Since confidence is high to begin with, it does not appear to grow significantly stronger throughout the training period.
- Participants come out of the training period significantly more satisfied with their "current level of engagement in issues related to education" than when they came in (particularly in 2009).
- Participants come out of the training period with a much stronger sense that they have the support they need "to be an effective leader in public education" and they have a much clearer understanding of "the priority issues facing schools and the school system" in their communities.



TABLE 4. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS*	2007			2008			2009			2010		
	PRE-SURVEY AVERAGE	POST-SURVEY AVERAGE	DIFFERENCE	PRE-SURVEY AVERAGE	POST-SURVEY AVERAGE	DIFFERENCE	PRE-SURVEY AVERAGE	POST-SURVEY AVERAGE	DIFFERENCE	PRE-SURVEY AVERAGE	POST-SURVEY AVERAGE	DIFFERENCE
I AM SATISFIED WITH MY CURRENT LEVEL OF ENGAGEMENT IN ISSUES RELATED TO EDUCATION.	2.89	3.32	.43	2.41	3.00	.59	2.44	3.50	1.06	2.44	2.77	.33
I SPEND TIME ON PROJECTS WITH OTHER PEOPLE TO HELP SCHOOLS AND THE SCHOOL SYSTEM IN MY COMMUNITY.	3.93	4.24	.31	3.82	4.25	.43	3.89	4.25	.36	3.83	3.86	(.14)
I HAVE THE SUPPORT I NEED TO BE AN EFFECTIVE LEADER IN PUBLIC EDUCATION.	3.13	3.56	.43	2.94	3.56	.62	2.89	3.73	.84	2.89	3.39	.50
I HAVE A CLEAR SENSE OF THE PRIORITY ISSUES FACING SCHOOLS AND THE SCHOOL SYSTEM IN MY COMMUNITY.	4.00	4.44	.44	3.94	4.44	.50	3.44	4.25	.81	3.72	4.18	.46
I BELIEVE THAT I CAN PERSONALLY INFLUENCE THE QUALITY OF SCHOOLS AND THE SCHOOL SYSTEM IN MY COMMUNITY.	4.13	4.18	.05	4.12	4.31	.19	4.06	4.25	.19	4.00	4.00	0

*Scores are scaled from 1 to 5: 1=Disagree strongly, 3=Neither agree nor disagree, 5=Agree Strongly

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TABLE 5. DO YOU PLAN TO TAKE ON A NEW LEADERSHIP ROLE IN PUBLIC EDUCATION AS A RESULT OF YOUR LIL EXPERIENCE?

2007		2008		2009		2010	
DEFINITELY YES	PROBABLY YES	DEFINITELY YES	PROBABLY YES	DEFINITELY YES	PROBABLY YES	DEFINITELY YES	PROBABLY YES
47.1%	35.3%	40.0%	40.0%	18.8%	68.8%	75.0%	25.0%

Table 5 indicates the extent to which participants believed their experience in the training component of Leaders in Learning would lead them to take on a new leadership role in education. The vast majority of participants believed they would probably or definitely take on such a new role.

Particularly noteworthy is the very high percentage of those in 2010 saying they definitely would take on a new role. This finding appears at odds with the apparent decrease in the amount of time that 2010 participants spent working with others to help schools in their communities (Table 4, row 2, column 12). These apparently conflicting findings can be interpreted in light of a few key changes made to the program in 2010. We redefined the group project as a research and convening activity that would be completed by the end of the training period, and we challenged each participant to make a commitment to the cause of public education after the program ends. Participants therefore spent less time during the program working with others to improve schools but they stepped up their level of commitment to a new role after the program.

The longer term result of Leaders in Learning is that participants continue to be engaged in the cause of public education through their roles as nonprofit board members, volunteers, professional educators, parents and active citizens. In January 2010 we completed a Graduate Interview Report based on outreach to Leaders in Learning Alumni. We sent this report to the Grable Foundation in January 2010. This year we conducted another round of contacting. The results of our contacting indicate that the vast majority of LIL graduates remain involved in education reform. Here are six of the most common discoveries about our graduates:

1. Graduates transition from careers that do not involve teaching to careers in teaching, particularly within the Pittsburgh Public Schools. As part of this transition, many decide to pursue graduate training in education or related disciplines.



2. Graduates transition from positions as teachers to positions as school principals or assistant principals. As part of this transition, several have participated in the Pittsburgh Emerging Leadership Academy for principals in training.
3. Graduates transition into leadership roles in educating and advocating for policy changes relative to education at the state and local levels.
4. Graduates pursue socially entrepreneurial ventures aimed at making change in schools and the school system (e.g., one person formed the group Future Worth).
5. Graduates volunteer with Board Watch and other accountability programs organized through A+ Schools.
6. Graduates become mentors and volunteers in the public schools.

Organizational Learning and Change

In our previous interim reports we have reported on what we have learned and how it has shaped the design and implementation of Leaders in Learning. Here we summarize key learning over the three-year period and changes we have made in response to what we have learned.

The group project is a critical dimension of participant learning in the program, and it creates an opportunity to apply learning towards actions that bring about changes in the public education system. However, we have learned that it is important to strike a balance between supporting and facilitating teamwork *within* the group and supporting each individual to apply what they have learned to make a difference in education *beyond* the boundaries of the program. Leaders in Learning groups who have engaged in projects together have suffered from attrition. Their efforts often fizzle out between three and six months after the training period. While great things have been accomplished in this period, it is what participants do in the months and years after this where they will have the greatest impact on public education.

In 2010 we placed a great deal more emphasis on engaging participants to make long-term commitments, and we have built in mechanisms to track their progress and provide them support as they seek to fulfill their individual commitments. Going forward, we have begun to approach Leaders in Learning as a year-long program that begins with a training period and continues with participants coaching each other to live up to their commitments.

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We have also come to more fully recognize the importance of program evaluation and the amount of time that is required to conduct evaluations more effectively. We have learned that evaluation must focus on both implementation and outcomes. On the implementation side, we have found ourselves each year in a continued relationship with participants after the training period is finished. For example in the 2009 program year, we found ourselves remaining with the group for six months following the program, providing support as they implemented their group project, for example by serving to connect them with others who can help them accomplish their goals, by continuing to communicate with the group as a whole, to convene meetings and to provide feedback on the group's process.

In terms of evaluating outcomes, we have learned that it takes significant effort and time to follow up with participants to track progress on their individual or group commitments. (It takes an average of four "touches"—phone calls, e-mails, Facebook messages, etc.—to get a single response from a participant.) Additionally, we have also found it necessary to follow up with others who are not Leaders in Learning participants, for example members of the target audience for reports written by participants, to explore the results of the work that participants have done.

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Appendix 1

LEADERS IN LEARNING GRADUATES, 2007-2010

First name	Last name	Employer	Year
Molly	Acita	Literacy Americorps Pittsburgh	2008
Leslie	Anders	Pittsburgh Public Schools	2009
Matt	Anderson	CCAC	2010
Deonne	Arrington	Pittsburgh Public Schools	2008
Cate	Axtman	Pittsburgh Public Schools	2009
Roxanne	Banks-Williams	Union Project	2007
Carrie	Benson	Carlow University	2010
Paulette	Blakey	N/A	2007
Edwin	Breaux II	Pittsburgh Public School	2008
Shelly Renee	Brown	YWCA Greater Pittsburgh	2007
Elizabeth	Buchanan	St. Andrews Episcopal Church	2007
Rachel	Burcin	Carnegie Mellon Robotics Inst.	2009
Lindsay	Carr	Propel Schools - Homestead	2010
Jessica	Colbert	Pittsburgh Public Schools	2009
Angelica	Cooper	YWCA Greater Pittsburgh	2010
Alesha	Council	City Charter High School	2010
Lesley	Crawford	Pittsburgh Public Schools	2008
Desiree	Davis	New Hazlett Theater	2008
Michael	Dreger	Pittsburgh Public Schools	2010
Jeremiah	Dugan	Pittsburgh Public Schools	2007
Linda	Ehrlich	Pittsburgh Public Schools	2008
Ola	Flowers	Pittsburgh Public Schools	2010
Kathy	Flynn-Somerville	Pittsburgh Public Schools	2010
Sean	Fogarty	Pittsburgh Downtown Neighborhood Association	2007
James	Fogarty	N/A	2009
Kathleen	Froncek	Pittsburgh Public Schools Allderdice	2008
Anna	Greenstone	Acculturation for Justice, Access and Peace Outreach	2010
Tonya	Groover	Technology Leadership Institute, University of Pittsburg	2007
Kira	Henderson	Pittsburgh Public Schools	2010
Lisa	Hoitsma Favorini	Gateway to the Arts	2008
Dan	Holland	Pittsburgh Young Preservationists Association	2009
Deborah	Hollis	Northview ALA	2007
Jenell	Johnson	N/A	2010
Lory	Johnson-McClary	Highmark Blue Cross/Blue Shield	2008
Tanisha	Jones	Pennrose Management Company	2007
Sarah	Joseph	Big Brothers Big Sisters of Greater Pittsburgh	2008
Tracy	Kaarsberg-Delvecchio	N/A	2009
Michele	LeMaster	Observatory Hill Early Learning Child Development Center	2009
Caitlin	Lenahan	Carnegie Musuems of Pittsburgh	2007
William	Long	Operation HOPE, Inc.	2009
Walkiria	Lurati	Escuelita Arcoiris	2007
Margaret	McMackin	University of Pittsburgh	2009
Richard	Meyers	Communities in Schools	2008
Nicole	Molinaro	Communities in Schools of Pittsburgh - Allegheny County	2007
Gregory	Null	Pittsburgh Institute of Aeronautics	2007

Russell	Patterson III	Pittsburgh Board of Education	2010
Allyce	Pinchback	World Affairs Council of Pittsburgh	2010
Kate	Porigow	Beginning With Books/Americorps	2009
Edward	Preston	N/A	2009
Amy Christine	Raslevich	Child Watch of Pittsburgh	2009
James	Reid	Bidwell Training Center	2008
Kara	Santelli	KEYS Service Corps/ Woodland Hills Aquatics Team	2008
James	Saunders	Pittsburgh Public Schools Early Childhood Programs	2008
Maria	Searcy	Pittsburgh Public Schools	2010
Beth	Sensue	Attorney	2007
Margaret	Shields	Pittsburgh Public Schools	2009
Jada	Shirriel	United Way of Allegheny County	2009
Kate	Shogan	N/A	2009
Twila	Simmons-Walker	ALCOSAN- Allegheny County Sanitary Authority	2008
Danielle	Simons	BCJ Management LP at Oak Hill Apartments	2007
Wilma	Sirmons	Minority Families of the Mentally Ill	2007
Beckley	Skinner	Tyco Fire and Security (ADT)	2007
Debbie	Spencer	ASSET Inc.	2010
Katrina	Struleoff	Union Project	2008
Abraham	Taleb	TerraShift	2010
David	Torick	Pittsburgh Public Schools	2009
Erroline	Williams	Duquesne University	2009
Akirah	Wyatt	The Pittsburgh Project	2009
Stephen	Zumbrun	City Of Pittsburgh, Mayors Office	2009
LouAnn	Zwierzynski	Pittsburgh Public Schools	2007

Core Values

Leadership Behaviors

Experiential Learning

Reflecting upon experience and adapting behavior to improve performance
Understanding how personal behaviors affect group performance
Giving and receiving feedback
Learning and applying my knowledge in the real world

Building Relationships

Communicating ideas effectively to multiple audiences
Listening to others' ideas
Getting others to care about issues of importance to me
Making effective public presentations
Accounting for my actions in terms of a personal code of ethics
Making connections with people who can help me accomplish my goals

Diversity

Managing conflict
Respecting different points of view
Working together with others who have different styles of leadership
Articulating both the ethical importance and organizational value of diversity
Advocating for policies and behaviors that cultivate an inclusive environment

Whole System Thinking

Asking the right questions to understand problems and issues better
Understanding interrelations among different issues, events and individuals
Thinking about different ways to solve problems
Aligning resources from multiple populations, sectors and geographies

Teamwork for Results

Moving a team forward even when members don't agree on everything
Setting and accomplishing long- and short-term goals with others
Making decisions and taking actions
Preparing self and team for meetings and events
Developing systems for completing work
Measuring and monitoring group progress

Nurturing Leadership in Others

Becoming personally invested in others' success
Sharing resources and knowledge
Helping others to identify their strengths
Creating opportunities for others to advance
Honoring commitments to others

FAMILY ENGAGEMENT IN THE PITTSBURGH PUBLIC SCHOOLS

6/7/2010

Teacher and Parent Survey Results

CORO PITTSBURGH 2009 LEADERS IN LEARNING CIVIC ENGAGEMENT PROJECT

Family Engagement in PPS

TEACHER AND PARENT SURVEY RESULTS: EXECUTIVE SUMMARY

INTRODUCTION

During the Fall of 2009, Coro Pittsburgh and A+ Schools led its third Leaders in Learning program (LIL). The twelve-week program brought together a diverse group of twenty citizens who share a common interest in supporting public education, and immersed them in current, local education policy. The cohort engaged in group discussions, conducted interviews with education and community leaders from the region and participated in leadership trainings. After the initial twelve weeks, the group spent six months developing and implementing a civic engagement project to help support public education.

The 2009 LIL Cohort chose to focus their project on family engagement in the Pittsburgh Public Schools (PPS). This topic emerged in nearly every interview that the group conducted with area educators and leaders, and was often cited as a critical, but frequently overlooked, key to student success. In addition, the topic is relevant to current PPS policies and initiatives. That is, as PPS works strategically to raise student achievement by cultivating an exceptional teaching force and high-quality school leaders, developing a cohesive and comprehensive K-12 program across schools and providing students with realistic opportunities after graduation, the district needs the support and insight of its families in order to be successful.

The link between robust school-family-community partnerships and improved student achievement is strongly supported by current scholarly research. In 2002, scholars Anne Henderson and Karen Mapp synthesized relevant research in order to determine the effects of family and community involvement on student success. They conclude that there is overwhelming evidence that strong school-family relationships, regardless of socioeconomic levels and ethnicity, positively impact student achievement.¹ The Harvard Family Research Project draws the same conclusion in their three-part report, *Family Involvement Makes a Difference*, noting that family engagement leads to greater student success across all grade levels.² Likewise, a 2005 meta-analysis of recent research by William Jeynes shows that family involvement does have a measurable and statistically significant impact on student learning. Furthermore, the author concludes that parent involvement programs do have an overall positive impact.³

Motivated by personal and professional experiences and convincing research, the LIL cohort devised two surveys, one for teachers and one for parents, to look more closely at three specific parent-teacher communication strategies. These three policy areas are: parent-teacher conferences, Back to School Night in PPS and professional development opportunities for teachers on the topic on family engagement.

¹ Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

² Weiss, H., Caspe, M., & Lopez, M.E. (2006). *Family Involvement Makes a Difference No. 1, 2, 3*. Retrieved May 27, 2010 from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference>

³ Jeynes, W. H. (2005). *Parental involvement and student achievement: A meta-analysis* (Family Involvement Research Digest). Cambridge, MA: Harvard Family Research Project. Retrieved May 27, 2010, from <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

The remainder of this report presents key survey results and offers suggestions for PPS to consider as the district moves forward with its family engagement efforts and other important initiatives. Appendices containing complete survey reports, citations and contact information can be found at the end of the report.

PARENT SURVEY RESULTS

Respondents

The parent survey drew 162 respondents from 28 schools in the district. However, those who responded do not sufficiently represent the district's population. A majority of respondents were parents with children in Pre-K – 5 grades, were from 3 schools in the East End (Pittsburgh Montessori, Allderdice High School and Colfax Elementary) and mostly white. The data, therefore, does not reflect a statistically representative sample size of the parent population in the Pittsburgh Public Schools. However, the responses to the survey do provide some insight into the specific areas of parent-teacher relationships from the parent perspective. The full survey is attached in Appendix A.

Parent-Teacher Conferences

Parents were asked various questions regarding parent-teacher conferences. Notable responses include:

- 64% of respondents stated that they were somewhat dissatisfied to very dissatisfied about having one parent teacher conference each year, (Appendix A, #15).
- 83% were somewhat satisfied to very satisfied with the conference, (Appendix A, #11, #12).

Back to School Night

Parents were asked various questions regarding their school's back to school night. Notable responses include:

- 62% of parents who responded attended back to school night in the current school year and 38% did not (Appendix A, #16).
- 78% responded that an opportunity to learn about what their child will be taught in the coming year would make Back to School Night a better experience (Appendix A, #19).
- 66% responded that an opportunity to hear about teachers' expectations for students and families would make Back to School Night a better experience (Appendix A, #19).

Parent-Teacher Communications

Parents were asked various questions about how their schools and teachers communicate with them. Notable responses include:

- 70% were somewhat satisfied to very satisfied with their teacher's ability to communicate with them about their children (Appendix A, #22).
- 41% responded that they had never been contacted directly by their child's teacher (Appendix A, #21).
- 75% agree or strongly agree that their child's teacher demonstrates that they believe in their child (Appendix A, #24).

TEACHER SURVEY RESULTS

Respondents

The teacher survey drew a small number of respondents, with 33 teachers from 13 schools. There was an even representation of teaching experience between 0-5 years, 5-10 years and 10 or more years (Appendix B, #3). Not all schools are represented by the respondents; some schools had many teachers respond, while others had none (Appendix B, #1). The data, therefore, is not a statistically representative sample of Pittsburgh Public School teachers. However, the responses to the survey do provide some insight into specific parent-teacher communication and current district policies from the teacher perspective.

Parent-Teacher Conferences

Teachers were asked various questions regarding parent-teacher conferences. Notable responses include:

- 73% of respondents stated that they did not have enough time to speak with parents, (Appendix B, #9).
- 87% would be in favor of having an additional conference and a majority of teachers thought that more than one parent-teacher conference should occur during the school year, (Appendix B, #11, #13).

Back to School Night

Teachers were asked various questions regarding the Back to School Night event. Notable responses include:

- Approximately 50% of teachers who responded find Back to School Night ineffectual (Appendix B, #16).
- When asked about the goal of Back to School Night, 70% of respondents said it is to get families excited about the school year, 48% said it is to socialize with parents and 39% said it is to provide information about the curriculum (Appendix B, #17).

Professional Development

Teachers were asked various questions regarding professional development on the topic of parent-family communication and engagement. Notable responses include:

- 57% of respondents have never had professional development on the topic (Appendix B, # 20).
- 70% believe professional development on family engagement would be useful (Appendix B, #23).
- If PD on the topic were offered, over 90% of respondents would like training on how to handle difficult student issues with families (Appendix B, # 24).
- A majority of respondents were in favor of professional development in the areas of engaging parents and families and establishing positive home-school communication.

CONCLUSIONS

As noted above, the LIL cohort recognizes the obvious shortcomings of the surveys, and understands that given the small sample sizes and lack of demographic diversity, the survey results are in no way representative of all PPS teachers and parents. However, the results do provide some insight and perhaps can be useful in collecting further data, sparking discussion and/or considering modifications to parent engagement policies and procedures in the future.

Based on the survey results, the LIL group offers the following three suggestions to PPS educators and parents:

First, consider adding at least one more “official” parent-teacher conference per school year.

Teacher respondents are overwhelmingly in favor of holding at least two conferences per year, and do not believe they have adequate time to meet with parents under the current conference schedule. Likewise, a majority of parent respondents find conferences informative and satisfactory, and are dissatisfied with only one conference per year. Providing time for at least one additional conference would also be an effective use of valuable teacher-parent interaction. Scholars Henderson and Mapp claim that family involvement that is connected to academics has a greater impact on achievement than more general family engagement strategies.⁴ Presumably, teachers and parents focus on student work and progress, making conferences a particularly effective way to engage families and improve student outcomes. Therefore, given both the efficacy of conferences and the desire for more, PPS should consider adding at least one more to the school calendar.

Secondly, consider revising the Back to School Night format. The survey results show mixed opinions about the kick-off event, and therefore indicate that more information should be gathered. Still, the general indifference expressed by both educators and parents suggests that Back to School Night, as currently designed, might not be as effective as it could be. Approximately 50% of teacher respondents find the event ineffectual, and 38% of the parent respondents did not attend Back to School Night last year.

Future event planners should consider more effective advertising as well as establishing uniformity across schools. Of the parents who did not attend, many commented that they did not know about the event or were simply not interested in going. There also appears to be a wide range of expectations and activities across schools. Parents and educators alike may benefit from a more defined event.

Lastly, planners might consider shifting the focus of Back to School Night to focus on curriculum, and providing parents with ideas for how to support their children with their academics in the coming year. Seventy-eight percent (78%) of parents claim they would appreciate this type of information. As noted above, research also shows that sharing academic information and helping parents assist their children at home is a particularly effective family engagement strategy.

Thirdly, consider offering formal professional development to both new and experienced teachers on the topic of family engagement. The parents who participated in the survey appear to be quite satisfied with teachers' communication skills and awareness of their children's needs. Their satisfaction speaks volumes about the quality of PPS teachers. However, 41% of parent respondents had not been contacted directly by their child's teacher this year. From the teachers' perspective, a large majority of those surveyed (70%) believe professional development on the topic of family engagement would be useful. The results also indicate that there are many specific topics to address. In particular, 91% of respondents would like to receive training on how to handle difficult student issues with families. While some teachers appear to have received some instruction on family engagement, the majority has not, and there are currently limited opportunities within PPS.

Building capacity for family engagement through professional development is considered a best practice, and investing in a district-wide program would be well worth the effort. Published in July 2009, the Harvard Family Research Project and the Parent-Teacher Association (PTA) analyzed best practices for family

⁴ Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

engagement in districts nationwide, and conclude that professional development is a key strategy in successful districts.⁵ The PPS *Empowering Effective Teachers* initiative may offer an ideal platform for which to integrate new trainings. In particular, The Teacher Academy should consider incorporating learning opportunities specific to family and community engagement and communication into the curriculum.

The LIL cohort believes the aforementioned suggestions would be highly effective modifications to current policy. Both families and educators believe in PPS students and want to help them succeed. Strengthening the relationship between schools, families and the broader community will only lead to better outcomes, and will be well worth the effort.

⁵ Westmoreland, H., Rosenberg, H., Lopez, M.E., Weiss, H. (2009). *Seeing is believing: Promising practices for how school districts promote family engagement*. Cambridge, MA: Harvard Family Research Project.

APPENDIX

Appendix A: Complete Parent Survey Results

1. How many children do you have in the Pittsburgh Public Schools?

#	Answer	Response	%
1	1	80	50%
2	2	58	36%
3	3 or more	23	14%
	Total	161	100%

Statistic	Value
Mean	1.65
Variance	0.52
Standard Deviation	0.72
Total Responses	161

2. Please describe your relationship to the child in your care that is in the Pittsburgh Public schools:

#	Answer	Response	%
1	I am the child's father, in a 2 parent home.	19	12%
2	I am the child's father. I am raising the child on my own.	2	1%
3	I am the child's mother, in a 2 parent home.	112	69%
4	I am the child's mother. I am raising the child on my own.	18	11%
5	I am the child's grandmother/grandfather/aunt/uncle.	4	2%
6	I am the child's foster parent.	1	1%
7	Other	6	4%
	Total	162	100%

Other

Child's father, don't live with child

I am the children's father and I share custody equally with their mother.

adoptive single parent
 single, adoptive parent
 I am the child's mother and share custody with her father.

Statistic	Value
Mean	3.08
Variance	1.34
Standard Deviation	1.16
Total Responses	162

3. How would you classify your race/ethnicity?

#	Answer	Response	%
1	Rather not say	4	2%
2	Caucasian/White	127	78%
3	African American	20	12%
4	Indigenous or Aboriginal Person	0	0%
5	Asian/Pacific Islander	6	4%
6	Hispanic	2	1%
7	Latino	1	1%
8	Multiracial	2	1%
9	Other	0	0%
	Total	162	100%

Statistic	Value
Mean	2.36
Variance	1.15
Standard Deviation	1.07
Total Responses	162

4. What school does your child attend?

#	Answer	Response	%
1	CLAYTON ACADEMY	1	1%
2	INTERNATIONAL BACCALAUREATE 6 – 10	6	4%
3	PITTSBURGH ALLDERDICE HIGH SCHOOL	16	10%

4	PITTSBURGH ALLEGHENY 6-8		0	0%
5	PITTSBURGH ALLEGHENY K-5		2	1%
6	PITTSBURGH ARLINGTON INTERMEDIATE CAMPUS 3-8		0	0%
7	PITTSBURGH ARLINGTON PRIMARY PREK-2		0	0%
8	PITTSBURGH ARSENAL 6-8		2	1%
9	PITTSBURGH ARSENAL PRE K-5		0	0%
10	PITTSBURGH BANKSVILLE PRE K-5		0	0%
11	PITTSBURGH BEECHWOOD PRE K-5		1	1%
12	PITTSBURGH BRASHEAR HIGH SCHOOL		2	1%
13	PITTSBURGH BROOKLINE K-8		1	1%
14	PITTSBURGH CAPA 6 – 12		6	4%
15	PITTSBURGH CARMALT PRE K-8		0	0%
16	PITTSBURGH CARRICK HIGH SCHOOL		8	5%
17	PITTSBURGH CLASSICAL 6-8		1	1%
18	PITTSBURGH COLFAX K-8		54	34%
19	PITTSBURGH CONCORD K-5		5	3%
20	PITTSBURGH CONROY		0	0%
21	PITTSBURGH DILWORTH PRE K-5		9	6%
22	PITTSBURGH FAISON INTERMEDIATE CAMPUS-5-8		0	0%
23	PITTSBURGH FAISON PRIMARY CAMPUS PRE K-4		0	0%
24	PITTSBURGH FORT PITT PRE K-5		0	0%
25	PITTSBURGH FULTON PRE K-5		0	0%
26	PITTSBURGH GIFTED CENTER		0	0%
27	PITTSBURGH GRANDVIEW K-5		1	1%
28	PITTSBURGH GREENFIELD K-8		0	0%
29	PITTSBURGH KING K-8		0	0%
30	PITTSBURGH LANGLEY HIGH SCHOOL		0	0%
31	PITTSBURGH LIBERTY K-5		5	3%
32	PITTSBURGH LINCOLN INTERMEDIATE CAMPUS 5-8		5	3%
33	PITTSBURGH LINCOLN PRIMARY CAMPUS K-4		3	2%
34	PITTSBURGH LINDEN K-5		2	1%
35	PITTSBURGH MANCHESTER K-8		0	0%
36	PITTSBURGH MCNAUGHER		0	0%
37	PITTSBURGH MIFFLIN PRE K-8		0	0%

38	PITTSBURGH MILLER PRE K-5		0	0%
39	PITTSBURGH MILLIONES 6 – 12		0	0%
40	PITTSBURGH MINADEO PRE K-5		2	1%
41	PITTSBURGH MONTESSORI PRE K-8		17	11%
42	PITTSBURGH MORROW PRE K-5		0	0%
43	PITTSBURGH MURRAY PRE K-8		0	0%
44	PITTSBURGH NORTHVIEW PRE K-5		0	0%
45	PITTSBURGH OLIVER HIGH SCHOOL		1	1%
46	PITTSBURGH PEABODY HIGH SCHOOL		0	0%
47	PITTSBURGH PERRY TRADITIONAL ACAD. HIGH SCHOOL		1	1%
48	PITTSBURGH PHILLIPS K-5		1	1%
49	PITTSBURGH PIONEER		0	0%
50	PITTSBURGH ROONEY 6-8		0	0%
51	PITTSBURGH ROOSEVELT INTERMEDIATE - 2-5		0	0%
52	PITTSBURGH ROOSEVELT PRE-K-1		0	0%
53	PITTSBURGH SCHAEFFER INTERMEDIATE CAMPUS 4-8		0	0%
54	PITTSBURGH SCHAEFFER PRIMARY CAMPUS K-3		0	0%
55	PITTSBURGH SCHENLEY HIGH SCHOOL		2	1%
56	PITTSBURGH SCHILLER 6-8		1	1%
57	PITTSBURGH SCIENCE AND TECHNOLOGY ACADEMY		0	0%
58	PITTSBURGH SOUTH BROOK 6-8		2	1%
59	PITTSBURGH SOUTH HILLS 6-8		0	0%
60	PITTSBURGH SOUTH SIDE ANNEX		0	0%
61	PITTSBURGH SPRING HILL K-5		0	0%
62	PITTSBURGH STERRETT 6-8		0	0%
63	PITTSBURGH STEVENS K-8		0	0%
64	PITTSBURGH STUDENT ACHIEVEMENT CENTER		0	0%
65	PITTSBURGH SUNNYSIDE K-8		0	0%
66	PITTSBURGH VANN K-5		0	0%
67	PITTSBURGH WEIL PRE K-8		0	0%
68	PITTSBURGH WEST LIBERTY K-5		3	2%
69	PITTSBURGH WESTINGHOUSE HIGH SCHOOL		0	0%

70	PITTSBURGH WESTWOOD K-8		0	0%
71	PITTSBURGH WHITTIER K-5		0	0%
72	PITTSBURGH WOOLSLAIR K-5		0	0%
	Total		160	100%

Statistic	Value
Mean	22.08
Variance	214.30
Standard Deviation	14.64
Total Responses	160

5. What grade is your student in?

#	Answer	Response	%
1	Pre-K - 5	89	55%
2	6 - 8	40	25%
3	9 - 12	33	20%
	Total	162	100%

Statistic	Value
Mean	1.65
Variance	0.64
Standard Deviation	0.80
Total Responses	162

6. My child attends:

#	Answer	Response	%
1	a magnet school	58	36%
2	a neighborhood school/comprehensive school	93	58%
3	another type of school	9	6%
	Total	160	100%

Statistic	Value
Mean	1.69

Variance	0.33
Standard Deviation	0.57
Total Responses	160

7. Does your child receive free or reduced lunch?

#	Answer	Response	%
1	Yes	36	22%
2	No	126	78%
	Total	162	100%

Statistic	Value
Mean	1.78
Variance	0.17
Standard Deviation	0.42
Total Responses	162

8. How would you classify your child's race/ethnicity?

#	Answer	Response	%
1	Rather not say	4	2%
2	Caucasian/White	116	72%
3	African American	22	14%
4	Indigenous or Aboriginal Person	0	0%
5	Asian/Pacific Islander	6	4%
6	Hispanic	3	2%
7	Latino	2	1%
8	Multiracial	9	6%
9	Other	0	0%
	Total	162	100%

Statistic	Value
Mean	2.69
Variance	2.64
Standard Deviation	1.62

Total Responses	162
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9. Did you attend a parent teacher conference in the 2009 - 2010 school year?

#	Answer	Response	%
1	Yes	137	85%
2	No	25	15%
	Total	162	100%

Statistic	Value
Mean	1.15
Variance	0.13
Standard Deviation	0.36
Total Responses	162

10. Why did you not attend a parent teacher conference (check all that apply)?

#	Answer	Response	%
1	The time was inconvenient to my schedule	2	12%
2	I had to work	4	24%
3	I had to watch other children	0	0%
4	I was not interested	2	12%
5	Another reason	12	71%

Another reason
too many outside commitments
not scheduled
I did attend. Checked the wrong box.
The last questions was marked wrong. I did attend a conference this year
I am not the parent
I know the teachers and contacted them by email.
did attend
Parents attended

I haven't been able to talk to the people at the school about what my child needs.
 His dad attended.
 newborn
 out of town for wedding

Statistic	Value
Total Responses	17

11. Did you feel you had enough time with your child's teacher(s) at the conference(s)?

#	Answer	Response	%
1	More than enough time	15	10%
2	Enough time	86	58%
3	Not enough time	47	32%
	Total	148	100%

Statistic	Value
Mean	2.22
Variance	0.37
Standard Deviation	0.61
Total Responses	148

12. How satisfied were you with the conference?

#	Answer	Response	%
7	Very Satisfied	32	21%
1	Satisfied	58	39%
2	Somewhat Satisfied	35	23%
3	Neutral	9	6%
4	Somewhat Dissatisfied	11	7%
5	Dissatisfied	3	2%
6	Very Dissatisfied	1	1%
	Total	149	100%

Statistic	Value
Mean	2.98
Variance	5.48
Standard Deviation	2.34
Total Responses	149

13. Please check whether you think the following would be beneficial for future conferences (check all that apply):

#	Answer	Response	%
1	More time with teachers	81	58%
2	Discuss samples of student's work	93	66%
3	Discuss a student's academic, behavioral or social profile	93	66%

Statistic	Value
Total Responses	140

14. Are you satisfied with the time of year that conferences are held?

#	Answer	Response	%
7	Very Satisfied	17	11%
1	Satisfied	62	40%
2	Somewhat Satisfied	24	15%
3	Neutral	20	13%
4	Somewhat Dissatisfied	22	14%
5	Dissatisfied	6	4%
6	Very Dissatisfied	5	3%
	Total	156	100%

Statistic	Value
Mean	2.80
Variance	4.06
Standard Deviation	2.01
Total Responses	156

15. How satisfied are you with having one parent teacher conference each year?

#	Answer	Response	%
1	Very Satisfied	6	4%
2	Satisfied	17	11%
3	Somewhat Satisfied	21	13%
4	Neutral	12	8%
5	Somewhat Dissatisfied	52	33%
6	Dissatisfied	25	16%
7	Very Dissatisfied	23	15%
	Total	156	100%

Statistic	Value
Mean	4.63
Variance	2.84
Standard Deviation	1.69
Total Responses	156

16. Did you attend Back to School Night in 2009 - 2010 school year?

#	Answer	Response	%
1	Yes	97	62%
2	No	59	38%
	Total	156	100%

Statistic	Value
Mean	1.38
Variance	0.24
Standard Deviation	0.49
Total Responses	156

17. Why did you not attend Back to School Night?

#	Answer	Response	%
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1	The time was inconvenient to my schedule		22	37%
2	I had to work		5	8%
3	I had to watch other children		1	2%
4	I was not interested		12	20%
5	Another reason		19	32%
	Total		59	100%

Another reason
didn't know about it
I never heard about it
Didn't know there was one. Perhaps it's called something else at Colfax.
first year in school
not yet in the school
I didn't know about this
I believe the children were with their mother
Didn't know about it
our school didn't have one that I knew about.
I am not the parent
I am familiar with the program and did not feel I needed to be there.
unsure of the back to school night
My child has not been aloud in school for the past 6 months, my child was physically accosted...since that time I have heard nothing from the school!
other plans
Not impressed with the teachers, some of the phony staff, nor the Principal to want to be involved!
I had a prior commitment.

Statistic	Value
Mean	3.02
Variance	3.12
Standard Deviation	1.77
Total Responses	59

18. Please indicate whether the following was provided at Back to School Night (check all that apply):

#	Answer	Response	%
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1	Opportunity to meet your child's teacher(s)		78	86%
2	Information about volunteer opportunities for parents		64	70%
3	Information about curriculum		45	49%
4	Information about school's code of conduct		53	58%
5	Information about grading policies		30	33%
6	Information about extracurricular activities for students		23	25%
7	Teacher contact information		40	44%
8	Information from community partners (YMCA, after school programs, etc)		33	36%
9	Other information		9	10%

Other information

I am unsure. Been exposed to entire list just not sure where/when. clubs

Above provided by some teachers, not all

to be honest it was so long ago I have forgotten some of the things that were provided upcoming school events, catering information (go figure)!

Statistic	Value
Total Responses	91

19. Please check which of the following would make Back to School Night a better experience (check all that apply):

#	Answer		Response	%
1	Time to meet other parents		34	39%
2	Entertainment provided by students		18	21%
3	Opportunity to visit classroom		32	37%
4	Opportunity to hear about teacher's expectations for students and families		57	66%
5	Opportunity to swap contact info with teacher(s)		48	55%
7	Opportunity to learn about what your child will be taught in the coming year		68	78%
6	Other		14	16%

Other
teacher's background with the subject taught
Opportunity to meet my child's teachers.
smaller groups of parents per teacher, held on multiple nights
Opportunity for children to see who their classmates will be.
why can't I look my kids grades up online?
All info in question above
agenda, all staff up front and introduced
extracurricular activities; discipline policy
sports recruitment - lots to pick from but want to meet coaches first
ways to get homework information
the teachers don't know your children yet so it is pretty useless
extracurricular activities for students
Meet once a semester
previewing books, journals and learning tools that children will be using throughout the school year, a course syllabus, expectations for the semester.

Statistic	Value
Total Responses	87

20. How satisfied are you with the amount of contact you have with your child's teacher(s)?

#	Answer	Response	%
7	Very Satisfied	28	18%
1	Satisfied	45	29%
2	Somewhat Satisfied	37	24%
3	Neutral	15	10%
4	Somewhat Dissatisfied	18	12%
5	Dissatisfied	7	5%
6	Very Dissatisfied	4	3%
	Total	154	100%

Statistic	Value
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Mean	3.19
Variance	4.85
Standard Deviation	2.20
Total Responses	154

21. My child's teacher has contacted me directly about (please check all that apply):

#	Answer	Response	%
1	Behavior	42	28%
2	Academics	59	39%
3	Overall student performance	44	29%
4	I have not been contacted directly by my child's teacher this year	62	41%

Statistic	Value
Total Responses	152

22. How satisfied are you with your child's teacher's ability to communicate with you about your child?

#	Answer	Response	%
1	Very Satisfied	41	27%
2	Satisfied	37	24%
3	Somewhat Satisfied	32	21%
4	Neutral	13	9%
5	Somewhat Dissatisfied	16	11%
6	Dissatisfied	8	5%
7	Very Dissatisfied	5	3%
	Total	152	100%

Statistic	Value
Mean	2.80
Variance	2.81
Standard Deviation	1.68

Total Responses	152
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23. My child's teacher(s) has demonstrated a good awareness of my child's academic, social, and emotional needs.

#	Answer	Response	%
1	Strongly Agree	44	29%
2	Agree	56	37%
3	Neither Agree nor Disagree	33	22%
4	Disagree	16	11%
5	Strongly Disagree	3	2%
	Total	152	100%

Statistic	Value
Mean	2.20
Variance	1.07
Standard Deviation	1.04
Total Responses	152

24. My child's teacher(s) demonstrate that they believe in my child.

#	Answer	Response	%
1	Strongly Agree	62	41%
2	Agree	51	34%
3	Neither Agree nor Disagree	30	20%
4	Disagree	6	4%
5	Strongly Disagree	3	2%
	Total	152	100%

Statistic	Value
Mean	1.93
Variance	0.94
Standard Deviation	0.97
Total Responses	152

25. I contact my child's teacher(s) by (check all that apply):

#	Answer	Response	%
1	Phone	49	32%
2	Email	122	80%
3	In person	87	57%
4	Student Folder	35	23%
5	I don't contact my child's teacher(s).	12	8%

Statistic	Value
Total Responses	153

26. My child's teacher(s) contact me by (check all that apply):

#	Answer	Response	%
1	Phone	58	38%
2	Email	104	68%
3	In person	57	38%
4	Student Folder	41	27%
5	My child's teacher(s) don't contact me.	17	11%

Statistic	Value
Total Responses	152

Appendix B: Complete Teacher Survey Results

1. Where do you teach?

#	Answer	Response	%
1	CLAYTON ACADEMY	0	0%
2	INTERNATIONAL BACCALAUREATE 6 – 10	1	3%
3	PITTSBURGH ALLDERDICE HIGH SCHOOL	2	6%
4	PITTSBURGH ALLEGHENY 6-8	0	0%
5	PITTSBURGH ALLEGHENY K-5	0	0%
6	PITTSBURGH ARLINGTON INTERMEDIATE CAMPUS 3-8	0	0%
7	PITTSBURGH ARLINGTON PRIMARY PREK-2	0	0%
8	PITTSBURGH ARSENAL 6-8	1	3%
9	PITTSBURGH ARSENAL PRE K-5	0	0%
10	PITTSBURGH BANKSVILLE PRE K-5	0	0%
11	PITTSBURGH BEECHWOOD PRE K-5	0	0%
12	PITTSBURGH BRASHEAR HIGH SCHOOL	0	0%
13	PITTSBURGH BROOKLINE K-8	0	0%
14	PITTSBURGH CAPA 6 – 12	0	0%
15	PITTSBURGH CARMALT PRE K-8	0	0%
16	PITTSBURGH CARRICK HIGH SCHOOL	0	0%
17	PITTSBURGH CLASSICAL 6-8	1	3%
18	PITTSBURGH COLFAX K-8	2	6%
19	PITTSBURGH CONCORD K-5	0	0%
20	PITTSBURGH CONROY	0	0%
21	PITTSBURGH DILWORTH PRE K-5	1	3%
22	PITTSBURGH FAISON PRIMARY CAMPUS PRE K-4	1	3%
23	PITTSBURGH FORT PITT PRE K-5	0	0%
24	PITTSBURGH FULTON PRE K-5	0	0%
25	PITTSBURGH GIFTED CENTER	0	0%
26	PITTSBURGH GRANDVIEW K-5	0	0%
27	PITTSBURGH GREENFIELD K-8	0	0%
28	PITTSBURGH KING K-8	1	3%
29	PITTSBURGH LANGLEY HIGH SCHOOL	1	3%
72	PITTSBURGH FAISON INTERMEDIATE CAMPUS-5-8	0	0%

30	PITTSBURGH LIBERTY K-5		0	0%
31	PITTSBURGH LINCOLN INTERMEDIATE CAMPUS 5-8		0	0%
32	PITTSBURGH LINCOLN PRIMARY CAMPUS K-4		1	3%
33	PITTSBURGH LINDEN K-5		0	0%
34	PITTSBURGH MANCHESTER K-8		0	0%
35	PITTSBURGH MCNAUGHER		0	0%
36	PITTSBURGH MIFFLIN PRE K-8		0	0%
37	PITTSBURGH MILLER PRE K-5		0	0%
38	PITTSBURGH MILLIONES 6 – 12		0	0%
39	PITTSBURGH MINADEO PRE K-5		1	3%
40	PITTSBURGH MONTESSORI PRE K-8		0	0%
41	PITTSBURGH MORROW PRE K-5		0	0%
42	PITTSBURGH MURRAY PRE K-8		0	0%
43	PITTSBURGH NORTHVIEW PRE K-5		0	0%
44	PITTSBURGH OLIVER HIGH SCHOOL		0	0%
45	PITTSBURGH PEABODY HIGH SCHOOL		0	0%
46	PITTSBURGH PERRY TRADITIONAL ACAD. HIGH SCHOOL		0	0%
47	PITTSBURGH PHILLIPS K-5		1	3%
48	PITTSBURGH PIONEER		0	0%
49	PITTSBURGH ROONEY 6-8		0	0%
50	PITTSBURGH ROOSEVELT INTERMEDIATE - 2-5		0	0%
51	PITTSBURGH ROOSEVELT PRE-K-1		0	0%
52	PITTSBURGH SCHAEFFER INTERMEDIATE CAMPUS 4-8		0	0%
53	PITTSBURGH SCHAEFFER PRIMARY CAMPUS K-3		0	0%
54	PITTSBURGH SCHENLEY HIGH SCHOOL		0	0%
55	PITTSBURGH SCHILLER 6-8		0	0%
56	PITTSBURGH SCIENCE AND TECHNOLOGY ACADEMY		13	39%
57	PITTSBURGH SOUTH BROOK 6-8		0	0%
58	PITTSBURGH SOUTH HILLS 6-8		0	0%
59	PITTSBURGH SOUTH SIDE ANNEX		0	0%
60	PITTSBURGH SPRING HILL K-5		0	0%
61	PITTSBURGH STERRETT 6-8		0	0%

62	PITTSBURGH STEVENS K-8		2	6%
63	PITTSBURGH STUDENT ACHIEVEMENT CENTER		0	0%
64	PITTSBURGH SUNNYSIDE K-8		0	0%
65	PITTSBURGH VANN K-5		0	0%
66	PITTSBURGH WEIL PRE K-8		1	3%
67	PITTSBURGH WEST LIBERTY K-5		1	3%
68	PITTSBURGH WESTINGHOUSE HIGH SCHOOL		1	3%
69	PITTSBURGH WESTWOOD K-8		0	0%
70	PITTSBURGH WHITTIER K-5		1	3%
71	PITTSBURGH WOOLSLAIR K-5		0	0%
	Total		33	100%

Statistic	Value
Mean	42.73
Variance	465.83
Standard Deviation	21.58
Total Responses	33

2. What grade do you teach?

#	Answer	Response	%
1	Pre-K - 5	15	43%
2	6 - 8	5	14%
3	9 - 12	15	43%
	Total	35	100%

Statistic	Value
Mean	2.00
Variance	0.88
Standard Deviation	0.94
Total Responses	35

3. How many years have you been teaching?

#	Answer	Response	%
1	0 - 5	13	38%
2	5 - 10	10	29%
3	10+	11	32%
	Total	34	100%

Statistic	Value
Mean	1.94
Variance	0.72
Standard Deviation	0.85
Total Responses	34



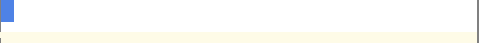




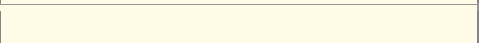
4. What is the highest level of education you have completed?

#	Answer	Response	%
8	Less than High School	0	0%
1	High School / GED	1	3%
2	Some College	0	0%
3	2-year College Degree	0	0%
4	4-year College Degree	6	17%
5	Master's Degree	26	72%
6	Doctoral Degree	1	3%
7	Professional Degree (JD, MD)	2	6%
	Total	36	100%

Statistic	Value
Mean	4.86
Variance	0.87
Standard Deviation	0.93
Total Responses	36

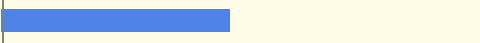

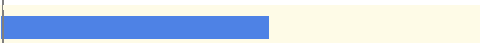


5. What is your race/ethnicity?

#	Answer	Response	%
1	Rather not say	3	8%

2	Caucasian/White		25	69%
3	African American		3	8%
4	Indigenous or Aboriginal Person		1	3%
5	Asian/Pacific Islander		1	3%
6	Hispanic		1	3%
7	Latino		0	0%
8	Multiracial		1	3%
9	Other		1	3%
	Total		36	100%

Statistic	Value
Mean	2.61
Variance	3.04
Standard Deviation	1.74
Total Responses	36


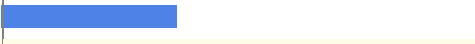
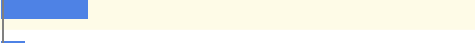
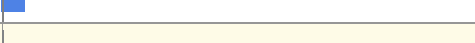
6. When a parent teacher conference is arranged it is usually for which of the following reasons (check all that apply):

#	Answer		Response	%
1	Was the annual conference scheduled by the school		12	48%
2	Student behavioral issues		15	60%
3	Student academic issues		14	56%
4	To get to know the student's family		5	20%
5	Other		2	8%

Statistic	Value
Total Responses	25

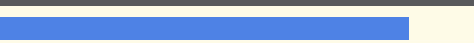

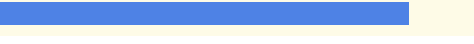
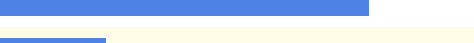

7. In addition to the annual parent teacher conference, how many parent teacher conferences do you have each year with each of your students' families?

#	Answer	Response	%
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1	0		9	41%
2	1		8	36%
3	2		4	18%
4	3 or more		1	5%
Total			22	100%

Statistic	Value
Mean	1.86
Variance	0.79
Standard Deviation	0.89
Total Responses	22

8. What topics are typically covered in the parent teacher conference (check all that apply)?

#	Answer	Response	%
1	Student work		19 86%
2	Student behavior		18 82%
3	Student successes		19 86%
4	Student deficiencies		17 77%
5	Other		5 23%

Other
social skills
details about our school
IEP
Student Attitudes toward achievement
How parents can help at home

Statistic	Value
Total Responses	22

9. Do you feel you have enough time to meet with parents?

#	Answer	Response	%
---	--------	----------	---

1	More than enough time		0	0%
2	Enough time		6	27%
3	Not enough time		16	73%
	Total		22	100%

Statistic	Value
Mean	2.73
Variance	0.21
Standard Deviation	0.46
Total Responses	22

10. What type of communication is most effective when communicating with your students' families? (Rank in order from most effective to least)

#	Answer	1	2	3	4	5	6	Responses
1	In person conferences.	10	6	5	0	0	0	21
2	Phone conversations	6	10	4	1	0	0	21
3	Email	4	4	10	0	3	0	21
4	Folder that is sent home on a regular basis	1	0	2	14	3	1	21
5	Family nights at school	0	1	0	6	14	0	21
6	Other	0	0	0	0	1	20	21
	Total	21	21	21	21	21	21	

Other

There were not boxes to click for this ranking. I would rate email first, parent conferences, phone, family nights at school.

Statistic	In person conferences.	Phone conversations	Email	Folder that is sent home on a regular basis	Family nights at school	Other
Mean	1.76	2.00	2.71	4.00	4.57	5.95
Variance	0.69	0.70	1.51	0.90	0.56	0.05
Standard Deviation	0.83	0.84	1.23	0.95	0.75	0.22
Total Responses	21	21	21	21	21	21

11. Would you be in favor of an additional parent teacher conference each year?

#	Answer	Response	%
1	Yes	20	87%
2	No	3	13%
	Total	23	100%

Statistic	Value
Mean	1.13
Variance	0.12
Standard Deviation	0.34
Total Responses	23

12. For which of the following reasons are you not in favor of an additional parent teacher conference:

#	Answer	Response	%
1	Need to be reimbursed for time spent on conferences	1	33%
2	There's not enough time in the school year for another conference	2	67%
3	I have family commitments in the evening that make an additional conference difficult	2	67%
4	Other	2	67%

Other
i contact parents as needed

Statistic	Value
Total Responses	3

13. Ideally, how many parent teacher conferences would occur each school year?

#	Answer	Response	%
1	0	0	0%
2	1	2	9%
3	2	15	65%
4	3 or more	6	26%
	Total	23	100%

Statistic	Value
Mean	3.17
Variance	0.33
Standard Deviation	0.58
Total Responses	23

14. Currently, what percentage of parents or guardians are attending parent teacher conferences?

#	Answer	Response	%
1	0-20%	1	4%
2	20-40%	6	26%
3	40-60%	11	48%
4	60-80%	4	17%
5	80-100%	1	4%
	Total	23	100%

Statistic	Value
Mean	2.91
Variance	0.81
Standard Deviation	0.90
Total Responses	23

15. Please let us know what makes a parent-teacher conference effective. Specifically, we would like to know what type of information you think is most important to share with parents during a conference and what information you hope to learn from them about their child.

Text Response

Open communications, non-confrontational interactions, positive outlook, team playing -form both parents and teachers.

Grades, work ethic, classroom behavior, attendance, student goals

Information that would be helpful to me as a teacher would be student behavior and habits that take place at home. To share with parents, the information largely remains student work information and behavior.

Student work, grades, test scores, behavior

Having the student attend as well. Having the student lead the meeting between the teacher and parent. Having the student talk about their progress, strengths, weaknesses.

Grades, Progress

Parents want to know where their child can improve and how can they improve.

Academic & Behavior are the most important information to share. I want to know if they enjoy school.

An effective parent-teacher conference involves open-mindedness of all parties. Factual information regarding grades, behavior, and work tendencies should be discussed by the teacher. Hopefully the parents can share ideas about how their child works best, along with any obstacles that may be hindering performance.

foresite scores, general testing, dibels

Highlighting student strengths; discussing deficiencies; restating your policies and procedures; data sharing; what parents see as their child's strengths

Being able to discuss their students academic, social, and behavioral progress is important for the parent to know so they can determine where their child is doing in class.

Parents should know the expectations for the class, if there are any prerequisites, and the grading system. Teachers need information about the students learning styles (if known). It is also helpful if the teachers has an understanding of the students strengths, weaknesses, and life goals.

academic progress, behavior issues, how parents can help at home, what student will be learning this year

Statistic	Value
Total Responses	14

16. How effective is Back to School Night in your opinion?

#	Answer	Response	%
7	Very Effective	1	4%

1	Effective		1	4%
2	Somewhat Effective		10	43%
3	Neither Effective nor Ineffective		6	26%
4	Somewhat Ineffective		1	4%
5	Ineffective		4	17%
6	Very Ineffective		0	0%
Total			23	100%

Statistic	Value
Mean	3.04
Variance	2.13
Standard Deviation	1.46
Total Responses	23

17. What's the goal of Back to School Night, in your opinion (check all that apply)?

#	Answer	Response	%
1	Socialize with parents	11	48%
2	Discuss curriculum	9	39%
3	Get families excited about school	16	70%
4	Recruit families as volunteers	4	17%
5	Provide information about the school calendar	5	22%
6	Other	2	9%

Other

Let parents put a face to your name. Have discussions about your expectations and what they can expect. For teacher to put faces to parent names. Haven parents and students attend together.

Statistic	Value
Total Responses	23

18. Do you think the current timing of Back to School Night is:

#	Answer	Response	%
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7	Very Good		2	9%
6	Good		6	26%
5	Fair		7	30%
4	Neither Good nor Bad		6	26%
3	Poor		2	9%
2	Bad		0	0%
1	Very Bad		0	0%
	Total		23	100%

Statistic	Value
Mean	5.00
Variance	1.27
Standard Deviation	1.13
Total Responses	23

19. What changes would you like to see to Back to School Night (if any) to make it a more effective use of your time and the time of the families that attend?

Text Response

Not sure; this one is difficult to pinpoint. I think the quick run-through of student schedules (where parents visit rooms for about 10 min.) is fine, but then there needs to be a little buffer time at the end for parents who want/need to speak with a teacher for more time than what was offered.

it should entail a meet and greet with teachers... like a social hour or something less structured

not many families attend

Meet the teacher; have the teacher go through a mock schedule with the student (5 mins per teacher)

Please make it before the actual start of school. Too draining on teachers otherwise.

Make it in September, then we'll have a chance to know our kids and parents will have had a chance to know our policies and procedures

Any changes that would encourage more attendance at such functions.

I feel that "Back to School" night does not acknowledge the working schedules of parents. The allotted time should include both afternoon time and evening time. Also the time should extend until 8 or 9, so that parents can be present. If the time ends too early, many parents cannot come because they might not get home from work until 7 or 8.

Later in Sept.

Statistic	Value
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Total Responses	9
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20. Have you ever attended professional development on the topic of family engagement or parent-teacher communication?

#	Answer	Response	%
1	Yes	10	43%
2	No	13	57%
	Total	23	100%

Statistic	Value
Mean	1.57
Variance	0.26
Standard Deviation	0.51
Total Responses	23

21. If yes, who provided the professional development (check all that apply)?

#	Answer	Response	%
1	Pittsburgh Public Schools	5	45%
2	Pittsburgh Federation of Teachers	4	36%
3	Undergraduate Teaching Program	0	0%
4	Graduate Teaching Program	2	18%
5	Induction Program	1	9%
6	Other school district	0	0%
7	Other	3	27%

Other
School's own PD
My school administration - Principal, Director

Statistic	Value
Total Responses	11

22. How recent was that training?

#	Answer	Response	%
1	Within the last year	5	42%
2	1 to 2 years ago	1	8%
3	2 or more years ago	6	50%
Total		12	100%

Statistic	Value
Mean	2.08
Variance	0.99
Standard Deviation	1.00
Total Responses	12

23. How useful would professional development around communicating with your students families be?

#	Answer	Response	%
1	Very Useful	5	25%
2	Useful	9	45%
3	Somewhat Useful	0	0%
4	Neutral	3	15%
5	Somewhat Useless	1	5%
6	Useless	2	10%
7	Very Useless	0	0%
Total		20	100%

Statistic	Value
Mean	2.60
Variance	2.67
Standard Deviation	1.64
Total Responses	20

24. Would you like to receive professional development on any of the following topics related to family engagement and/or parent-teacher communication (check all that apply)?

#	Answer	Response	%
1	Positive home-school communication	12	55%
2	Effective parent- teacher conferences	11	50%
3	Engaging parents and families	14	64%
4	Handling difficult student issues with families	20	91%
5	Other	3	14%

Other
 How shcools can make parents accountable for student behavior
 religious and ethnic tolerance

Statistic	Value
Total Responses	22

25. When would professional development about family engagement and/or parent-teacher communication be most useful?

#	Answer	Response	%
1	Prior to the school year, in the summer	6	29%
2	At the beginning of the school year	8	38%
3	In the middle of the school year	7	33%
4	At the end of the school year	0	0%
	Total	21	100%

Statistic	Value
Mean	2.05
Variance	0.65
Standard Deviation	0.80
Total Responses	21

26. If your school has a Parent Engagement Specialist, does that person provide training on family engagement?

#	Answer	Response	%
1	Yes	4	20%
2	No	16	80%
	Total	20	100%

Statistic	Value
Mean	1.80
Variance	0.17
Standard Deviation	0.41
Total Responses	20

Appendix C: Contact Information

Coro Pittsburgh:

<http://www.coro.org/site/c.mul0LcMOJpE/b.2087419/k.BF01/Home.htm>

Michael Sider-Rose (Leaders in Learning program contact): msider-rose@coropittsburgh.org

John Morris (Leaders in Learning program contact): jmorris@coropittsburgh.org

A+ Schools:

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

Mayada Mansour (Leaders in Learning program contact): MMansour@aplusschools.org

2009 Leaders in Learning Cohort:

Katie Shogan (Project Manager): katie.shogan@gmail.com