



LEAP Guidance for DPS Educators

PTHV Participation and Educator Growth

Home visits are a valuable opportunity to build relationships and deepen partnership with families and community. They can also be a crucial part of an educator's professional development and support many aspects of our growth including how we teach and lead. Team DPS participated in a three part national evaluation of our home visit model in partnership with Johns Hopkins, RTI International, and the Parent Teacher Home Visit Project (our national partner) to deepen our knowledge of the impact of home visits for students, families, and educators.

Research Findings: <http://www.pthvp.org/what-we-do/results/i-research/>

- **Study 1 Findings:** PTHV interrupts the assumptions and implicit biases that educators and family members have about each other. [[Report - Study 1](#)]
- **Study 2 Findings:** PTHV's core practices ensure that home visits result in positive relationships between educators and families. [[Report - Study 2](#)]
- **Study 3 Findings:** Schools that systematically implemented PTHV core practices experienced decreased rates of student chronic absenteeism and increased rates of proficiency in English Language Arts and math. [[Report - Study 3](#)]

LEAP and PTHV's Non-Negotiable Core Practices:

During the LEAP process, educators have the opportunity to include their participation in the PTHV program as *evidence of growth* or as a *value add* to their evaluation. One essential core practice to highlight here is that the participation in home visits is *voluntary*, and therefore it is your choice to use PTHV *and cannot be a requirement or result in a score reduction*. All non-negotiable core practices are listed below for your reference.

- Two staff attend the visit.
- Program is voluntary for both educators and families.
- Personalized phone calls or in-person interactions to set up visits.
- Educators are paid for the experience.
- No targeting students.
- No pen or paper on the first visit - focus on hopes and dreams.

Preparing for Mid-Year and End-of-Year Conversations

As you prepare for Mid-Year and End-of-Year conversations, we encourage you to explore the research linked above and reflect on how participation in home visits has impacted your growth and practice. Example reflection questions are listed here.

- How did a deeper relationship or partnership with my students and families impact my classroom and learning environment?
- How did participation in home visits raise awareness of implicit bias or contribute to being a more culturally responsive educator?





Appropriate Indicators to Consider for Educators:

Great places to consider including PTHV as evidence or value add include LE.1, LE.2, P.1, and P.4.

Domain	Indicators
<i>Learning Environment</i>	LE.1 Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity
	LE.2 Fosters a motivational and respectful classroom environment
<i>Professionalism</i>	P.1 Demonstrates and applies knowledge of students' developments, needs, interests and cultures to promote equity
	P.4 Advocates for and engages students, families and the community in support of improved students' achievement

Additional Indicator to Consider for Site Coordinators (if applicable):

For educators who also have the role of site coordinator for the PTHV program and are rated in “Master Teacher Leadership” indicator on LEAP, consider using your experiences with PTHV as evidence or a value add.

Domain	Indicators
<i>Professionalism</i>	P.7 Builds capacity among colleagues and demonstrates service to students, school, district and the profession

Need support or have questions?

We would love to assist! Feel free to contact a member of our team with any questions or needs for support. No question is too big or too small, and we are here to help!

LEAP Helpline
 P: (720) 423-2600
 E: LEAP@dpsk12.org

Karen Buelow
 Snr. Manager of Growth and Performance
 P: (720) 423 – 3869
 E: karen_buelow@dpsk12.org

