

Introduction – 5 minutes

- I. As participants walk in the room, ask them to write their definition of parent involvement on the 5” x 7” card. Circle your grade level at the top.
- II. Facilitator introduces **Slide #2** and reminds the group that Family Engagement (or Parent Involvement) is part of the Blueprint for Success.
- III. Facilitator, “Take two minutes and turn to the person next to you and tell them the best thing you do at your school for families.”

CORE Beliefs – 25 minutes

- IV. Facilitator, “What are our CORE Beliefs regarding students?” (Provide example, “All students can learn.”) Take one or two responses.
- V. **Slide #3** Facilitator, “We want you to take one minute to think about what are our CORE Beliefs about families?” Pause for reflection.
- VI. **Slide #4** Facilitator introduces **slide**, “Here’s one suggestion.”
 - a. Facilitator can either read the slide or ask someone from the group to read the slide. “How do we get families involved? The most important...”
- VII. **Slide #5** Facilitator explains that there are four CORE values from the book ‘**Beyond the Bake Sale**’ that we would like to give you a chance to discuss. Facilitator will break the group into four smaller groups.
 - a. **Hand each group one of the CORE Values from Beyond the Bake Sale (Handout-salmon).**
 - b. Each group will have 10 minutes to discuss and should assign a reporter from their group to share with the larger group.
 - i. Finish the following statements:
 1. “I agree because...”
 2. “I disagree because...”
 3. Draw from life examples, stories – your own or others, experiences, research, information you’ve read.
 4. Debrief in the larger group...
 - a. **Slide #6 (click as each bullet is read)** - Ask each reporter to:
 - i. Read their CORE value (Click on Slide #2 – one by one as the CORE values are introduced)
 - ii. Summarize their group’s discussion
 - iii. Take thoughts, comments, questions from the larger group

- iv. If the conversation gets bogged down or stuck, use the list of “Facilitator questions” or refer to your assigned staff members.
- v. *Facilitators may also want to read Chapter 3 – pg 27-43 of ‘Beyond the Bake Sale’ for background knowledge*

Handout on Research – 3 minutes

- I. Facilitator, “Why parent involvement? We’d like to share this one page handout on parent involvement and the current research as it relates to student achievement. You can use this at a staff meeting, share it with your teams or pass it out at a professional development day.”
- II. **Handout (light green) on Research**

Partnership School vs. Fortress School – 7 minutes

- I. **Slide #7** Facilitator, **Handout School Descriptions (goldenrod)** “Take 3 minutes and put check marks by the all of the statements that describe your school in each section. After reading through all of the sections, which description matches your school the most? Where do you have the most check marks? In Partnership School? Open Door? Etc.? Turn to a partner and discuss for 1-2 minutes the descriptions and your thoughts about your school’s description.”
- II. Facilitator debriefs for 1-2 minutes, “Are there any thoughts on the descriptions? Anything you’d like to share from your conversation?”

Involvement vs. Engagement – 5 minutes

- I. **Slide #8** Facilitator, “You might have heard our new Superintendent, Dr. Morrison, discuss family engagement in his interviews or public meetings, but you are wondering what’s the difference? This description comes from a recent article written by a teacher in Sacramento.” *Provide a brief overview of the slide – draw from the **article** provided.* “This is something to be mindful about when we start to work on practices for family engagement.”

Rubric Quick Write – 20 minutes

- I. **Slide #9** Facilitator, “The School Improvement Office, the Parent Involvement Council and Parent Involvement Office are asking for our help to build a rubric for parent involvement.
- III. **Handout Vignettes and Rubric sheets (bright blue)**

Background: We require a needs assessment and we need an evaluation instrument. As a collective group, we need to define “adequate” and “exemplary” parent involvement/ engagement work.

Purposes of this activity:

- To collect information to create valid rubric for parent involvement for WCSD. Our concern is that an imposed rubric will not be useful and will be used as a checklist. By creating our own, based on exemplar descriptions, we will have a valid rubric, one that is confirmed by end-users.
- To collect and disseminate good ideas about ways to engage parents in our school communities and to promote student achievement.
- To create and disseminate a collection of vignettes/exemplars of schools and a rubric from which to evaluate parent involvement at our sites and in our district

Procedures/Process:

- Teams of two, one scribe and one reporter (You need a set of worksheets for each team. See attached.)
- Pick one of the following school levels (elementary, middle, or high school) for your team and write a brief description of the school-based parent involvement model. (One minute write/think time prior to discussion.)
- Scribe will take notes and partner will report out the story. Please write clearly so we can use them to create a scenario for a vignette/exemplar to add to the collection.
- As a team, discuss the criteria that define the median school and write a description of that school. Revise to build consensus on what it looks like. Write notes under each topic.
- As a team, discuss the criteria that define the exemplary school and write a description of that school. Revise to build consensus on what it looks like. Write notes under each topic.
- Debrief group. Note the sequence of moving from adequate to exemplary school models. How did it guide participants to possibilities and a vision of improved quality? Can you do the same exercise at a staff meeting?

II. Facilitator collects the descriptions to give to the staff member at the end.

Research-based Best Practices – 20 minutes

- I. **Slide #10** Facilitator, “So, what are the best things our schools can actually do to engage and partner with parents?”
 - a. **Introduce Slide #10 – Facilitator**, “This is a model for research-based best practices that was derived from the national standards for parent involvement as well as other research-based sources. It gives us a “framework” to think about our practices of engaging parents.”
 - b. **Provide Handout “Research-based Best Practices.” (light yellow)** We’d like to give you 2-3 minutes to read through the definitions in each of these areas.
 - c. **Provide Individual PI-SIP Plans and blank model (dark green)** “We’d like you to take your SIP-Parent Involvement Plan from last year and a blank copy of this model. Use the graphic organizer to fill-in all of the activities from your SIP. Don’t forget to include any activities that may not be listed on your SIP. We will be collecting your models in 15 minutes. The Parent Involvement Council will compile a list of best practices district-wide so that you will have a comprehensive resource list under each of these categories.

You will also receive a copy of your model in the next week in school mail.” Model an example of how to do the activity if necessary.

Slide #11 When you are finished transferring your activities, put a star by those strategies that you feel are strongest at your school and discuss the following questions in your group if time allows:

- i. Are there areas where your school is strong?
- ii. Are there areas that you have challenges?
- iii. Are there opportunities where you could align activities for your vertical community?
- iv. How do you know what your parents need under each of these categories?
- v. What areas of your plan do you need resources for?
- vi. Are your efforts to engage parents meaningful and effective?

Collect the Models and give them to staff member.

Evaluation & Wrap-up– 5 minutes

Slide #12 Facilitator, “Thank you for your energy and insights today. Can you please revisit your 5” x 7” card and look at your definition of parent involvement, rewrite or revise if you choose. Put a #2 by your second definition if you choose to rewrite it. We’d like to collect them as part of our own evaluation.”

Collect 5” x 7” cards and give them to staff member.

“Please fill out the evaluations before you leave.” **Collect Evaluations (purple) and give to staff member.**

Wrap up by relating to the quote....(May tell a personal story about success in engaging a hard to reach family, or wrap with a comment about family engagement and student achievement.) “We’re public education, we work with *all* students and their families, regardless of their backgrounds. It’s in our best interest to partner with these families.”