



The POWER of Partnerships

**This collection of resources includes a DVD of
The Karen Mapp presentation given to
USD 259 employees on October 16-17, 2008.**

**To accompany the “Power of Partnerships” DVD are
facilitation materials, which are coordinated
with the chapters on the DVD.**

**These resources have been developed by the
Parent and Community Resource Specialists
of the Wichita Public Schools.**

**We hope that you find these materials
to be beneficial in your efforts to develop
a school that welcomes, honors, and connects
families to support student achievement.**



The Power of Partnerships

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Chapter 1: What A Partnership Looks Like (22:12)

One of the key strategies for increasing student achievement is to enlist the support and assistance of families and the community. Schools that are deliberate in their efforts to connect with their families and community have a welcoming environment that: honors and celebrates accomplishments, who they are as a school community, and is open to improvement.

Handout #1 – Four Versions of a Family School Partnership

Handout #2 – Reflection Form

Chapter 2: Core Beliefs (15:50)

Before we can create strong and effective partnerships with families, we have to believe not only that it's important but also that it can be done—and that we can do it. From the conversations with district leaders, principals, teachers and other school staff, there have been four core beliefs identified that serve as the foundation for engaging families.

Handout #1 – Cornell Notes

Handout #2 – Discussion Questions

Handout #3 – Reflection Form

Chapter 3: The How (22:31)

Formed out of authentic invitations to be a partner with the school, teacher, and classroom, relationships are the backbone of successful family-school partnerships. This chapter aims to encourage school staff in creating and nurturing *trustful relationships* with parents.

Handout #1 – Rate Our Service and Space Survey

Handout #2 – 4 Versions of a Family School Partnership

Handout #3 – Reflection Form

Chapter 4: Linking To Learning (9:27)

Parent Involvement does not necessarily mean adding one more thing to a teacher's busy day. In most instances it simply means "tweaking" what we already do to get maximum effectiveness. This chapter will help staff understand how they can use what they are already doing with Parent Involvement and *Link it to Learning*.

Handout #1 – Reflection Form

Additional Resources (Chapter 5, Checklist, and Quotes)

How Well Does Your School Support Parents as Advocates?

Explaining the School to Families		<i>Check one for each question</i>			
1	The school handbook and Web site show how the school is organized and provide information for contacting school staff.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
2	All families get information about academic and after-school programs for students and how to apply for them.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
3	There is a clear written process for resolving complaints or problems, and all families know how to use it.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Conferring with Teachers		<i>Check one for each question</i>			
4	Teachers contact each family at least once a month with an update on their child and send graded student work home for review once a week.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
5	Parents can easily contact teachers and other staff with information and questions about their children.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
6	If your school is a middle or high school, each family knows an adult in the school they can contact about their child.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Supporting Advocacy		<i>Check one for each question</i>			
7	At workshops and other information sessions, parents learn how to ask the right questions about their children's progress and placement.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
8	The school confers with families about which program is best for their children and gives them the information they need to make the best choice.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
9	The school actively recruits students for gifted and advanced programs and works with families to explain the program and obtain their support.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
10	Parents are part of the decision-making process about student placement in these programs.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
11	Counselors and teachers refer families to education and recreation programs in the community that can help their children.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Transition Programs		<i>Check one for each question</i>			
12	The school make personal contact with all new families before the school year begins.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
13	Teachers and students visit preschool program and feeder schools to talk about the school and answer questions.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
14	Special events for students and families welcome them to the school, give them a tour of the building, and connect them to "buddies" or mentors.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Planning for the Future		<i>Check one for each question</i>			
15	If your school is an elementary school, school staff ask families about their goals for their children and discusses how the school can prepare them for that future.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
16	If your school is a middle school, all sixth-grade parents get information about what courses are required for college or other postsecondary education and what students should take in middle school to qualify for those courses in high school.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
17	If your school is a high school, all ninth-grade families get a college or career planning handbook that contains an individual graduation plan and explains all the steps for applying to college. It also lists what courses are required for college admission.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard

Use the following questions to reflect on the answers from your checklist.

In which areas are you doing well?

Which areas need more work?

How are parents involved in your school to promote constructive advocacy?

What are your concerns?

What steps could you take to develop a program to support parents as advocates?

Right now?

Over the long term?

How Well is Your School Bridging Racial, Class and Cultural Differences?

Promoting Understanding of Different Cultures		Check one for each question			
1.	The school's racial and cultural diversity is recognized and openly discussed in a constructive way at parent group and faculty meetings, school council meetings, and discussion groups that include staff and families.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
2	The school's curriculum reflects cultures of families, and there are books and materials about families' cultures in classrooms and the library/media centers.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
3	Families' cultural traditions, values, and practices are discussed in class.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
4	Activities and events honor all the cultures in the school.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Recognizing & Addressing Class and Language Differences		Check one for each question			
5	The PTA/PTO is not dominated by any one group of parents, and its officers reflect the school's diversity.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
6	Extra efforts are made to recruit and welcome all families, and families of all backgrounds are involved at the school.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
7	School activities and events are planned with parents and respond to their interests.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
8	Interpreters are available for all meetings and events, and report cards, newsletters, signs, and other communications are translated into the school's major languages.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
9	English-speaking staff and families make an effort to mix with families who speak other languages.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Addressing Issues of Race and Racism		Check one for each question			
10	School staff and families use books and stories about different groups' experiences, including African Americans, to stimulate discussions about their own backgrounds and values.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
11	Teachers and other staff use "teachable moments" and stories from local media to comment on and discuss racially motivated incidents.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
12	Professional development for staff explores negative attitudes, practices and expectations for students of color, and aims to create high standards, rigorous practice, and increased expectations for all students.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Welcoming and Respecting All Families		Check one for each question			
13	Parents and teachers are surveyed about school climate, and school staff and parent group leaders follow up on the results.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
14	The school has a system for helping staff and students learn how to pronounce all students' first and last names correctly.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
15	Front office staff is warm and welcoming to all families and visitors and compliment family members on their contributions.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard

Use the following questions to reflect on the answers from your checklist.

In which areas are you doing well?

Which areas need more work?

How are parents and the parent organization involved in addressing differences?

What are your concerns?

What steps could you take to address differences of culture, race, and class?

Right now?

Over the long term?

How Family Friendly Is Your School?

Welcoming Environment		Check one for each question			
1.	Friendly signs inside and out welcome families and visitors and explain how to get around the building.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
2	The school has standards of welcoming behavior that apply to all staff, including bus drivers, security guards, custodians, and cafeteria workers.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
3	Front office staff are friendly—recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
4	There is a comfortable family resource room stocked with books, games, and educational information that families can borrow and where parents can meet.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Programs & Activities to Engage Families in Improving Student Achievement		Check one for each question			
5	Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
6	All programs and activities for families focus on student achievement—they help families understand what their children are learning and promote high standards.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
7	Special workshops, learning kits, and other activities show families how to help their children at home—and respond to what families say they want to know about.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
8	The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvement.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Strong Relationships Between Teachers & Families		Check one for each question			
9	A “joining process” welcomes families to the school, offers tours, makes bilingual speakers available, and introduces them to staff and other families.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
10	Teachers and families have frequent opportunities to meet face-to-face and get to know each other—class meetings, breakfasts, home visits, class observations.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
11	Teachers or advisors make personal contact with each family at least once a month.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
12	A family liaison helps teachers connect to families and bridge barriers of language and culture.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Developing Families' Self-Confidence & Power		Check one for each question			
13	Families are involved in planning how they would like to be involved at the school.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
14	School communities and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
15	The school is open and accessible—it is easy for parents to meet with the principal, talk to the teachers and counselors, and bring up issues and concerns.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
16	Parents develop school improvement projects and do action research—survey other families, observe in classrooms, review materials, and visit other schools and programs.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
17	Families learn how the school system works and how to be an effective advocate for their child.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
18	Teachers learn about effective approaches to working with families of diverse cultural backgrounds.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
19	Families and staff have opportunities to learn together how to collaborate to improve student achievement.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
20	The school reaches out to identify and draw in local community resources that can assist staff and families.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard

Use the following questions to reflect on the answers from your checklist.

In which areas are you doing well?

Which areas need more work?

How are parents involved in making the school more open, welcoming, and collaborative?

What are your concerns?

What steps could you take to help your school become more family-friendly?

Right now?

Over the long term?

How Closely is Your School's Parent Involvement Program Linked to Student Learning?

Learning What Students are Doing in Class		Check one for each question			
1	Student work is posted in school hallways and in public places in the community and is rotated often.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
2	Exhibits of student work show how to recognize high-level work at different grade levels. The assignments are challenging and the student work is not all the same.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
3	Families can regularly observe in the classroom and/or see teaching demonstrations.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
4	At parent-teacher conferences, students are present and discuss the quality of their work.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Informative School Communication		Check one for each question			
5	Articles in the school newsletter and on the Web site discuss what students are doing in class and include tips on helping at home.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
6	A regular feature describes interesting approaches that teachers are using in class.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
7	The articles use data about the school, such as attendance rates and test results, and describe how the school is working to make improvements.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
8	The school offers regular workshops and other information sessions that help families understand how children learn and are being taught. The topics are suggested by families.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
9	Families regularly receive information and materials to help their children at home.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Using Student Achievement Data to Design Programs		Check one for each question			
10	Programs and activities for families are focused on skills and subjects that students need to strengthen.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
11	Student achievement data are shared with families in ways that solicit their ideas about how to improve achievement.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
12	School staff and parents collaborate to collect other data about learning opportunities for students, such as community programs and resources.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Collaborating with Community Learning Programs		Check one for each question			
13	School staff collaborate with community-based after-school programs and exchange ideas and information with program staff.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
14	School shares curriculum, textbooks, assignments, and learning materials with community after-school programs.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
15	After-school program staff can attend professional development at school. Staff development is also open to parents.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard

Use the following questions to reflect on the answers from your checklist.

In which areas are you doing well?

Which areas need more work?

How are parents and parent organizations involved in linking family involvement activities and programs to improving student achievement?

What are your concerns?

What steps could you take to help your programs be better linked to learning?

Right now?

Over the long term?

How Well is Your School Sharing Power and Practicing Democracy?

Consulting Families About Decisions		<i>Check one for each question</i>			
1	The school has a governance council that has a voice in all major decisions and that includes parent representatives elected by a broad base of parents.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
2	Parents and community members sit on the principal selection committee.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
3	The school does an annual survey of parents to get their ideas about programs and policies. The survey is co-designed and tallied by parents.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Building a Strong, Broad-Based Parent Organization		<i>Check one for each question</i>			
4	The parent group is focused on improving achievement for all students.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
5	Surveys and focus groups are some of the ways that the parent association reaches out to families, builds its membership, and draws out their ideas and concerns.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
6	The PTA or parent organization invites the principal to report on student academic performance, review the school's scores on the state test, and describe how the school plans to improve.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Developing Social And Political Connections		<i>Check one for each question</i>			
7	Families can learn how to vote and get a voter registration form in the school office.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
8	The school or parent group invites candidates for office to speak at the school and actively encourages and prepares parents to bring up their issues and concerns.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
9	Parent leadership and other training is offered, either by the school or by community groups, in collaboration with the school.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Drawing on Community Resources		<i>Check one for each question</i>			
10	The school works closely with local public libraries and takes families on field trips to get library cards and borrow books and media.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
11	A family resource center, school social worker, and/or other staff help families make connections to social services such as a food bank, a medical clinic, or housing assistance.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
12	The school taps local businesses and community institutions for technical services, job opportunities for families and students, reduced fees, tutoring and mentoring, and training.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
Collaborating with Community Organizers		<i>Check one for each question</i>			
13	Teachers and parents work with community organizers to research solutions to problems that families and students face, such as bullying, traffic hazards, and gang activity.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
14	The school hosts "accountability sessions" with local elected officials, so that families can raise their concerns about public services, such as street lights, community policing, drug trafficking, or poor trash collection.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard
15	If community organizers raise issues like class size, teacher qualifications, achievement gaps, and crumbling facilities, the school is willing to work with them to make improvements. If community organizers have not approached the school, the school reaches out to them.	<input type="checkbox"/> Already Doing this	<input type="checkbox"/> Could do this easily	<input type="checkbox"/> This will take time	<input type="checkbox"/> This will be hard

Use the following questions to reflect on the answers from your checklist.

In which areas are you doing well?

Which areas need more work?

In what ways does your school share power with parents and build their social and political connections?

What are your concerns?

What steps could you take to make your school a laboratory of democracy?

Right now?

Over the long term?

The Power of Partnerships Quotes

- 1** "The better the rapport with parents , the greater the support with learning expectations , activities and projects."
The Design book for Building Partnerships, Blank and Kershaw, et al. 2001
- 2** "A degree of mutuality begins with the process of listening to each other and incorporates responsive dialog 'give and take.'"
Activating Participation, Crozier and Reay, 2005
- 3** "Attending to attitude and atmosphere is critical, especially when working with people for whom school does not evoke pleasant memories or feelings."
Every Teacher's guide to Working With Parents, Gwen Rudney, 2005, p.86
- 4** Remember that image matters. Schools must make every effort to project a strong image, and such efforts come naturally with a customer orientation.
Ed Marketing, Susan and David Carroll, 2000
- 5** "Parents tell us that feeling welcome & being treated with respect by school staff is the # one key to their connection with a school."
Beyond the Bake Sale, Henderson, Mapp, et al. 2007
- 6** "See if the extra effort will reap dividends. Remember that if each faculty member hooked one uninvolved parent, it would soon make a major difference."
The Design Book for Building Partnerships, Blank and Kershaw, et al. 2001, p.81
- 7** "Giving families a voice in decisions and real jobs to do are convincing signals that the school recognizes and values parents."
Beyond the Bake Sale, Henderson, Mapp, et al. 2007, p.56
- 8** "The person who looks after the front desk is, in many ways, the most important person in the whole school when it comes to communicating with parents. "
- Involving Parents In School (14)
- 9** The success of public education largely depends on how well you practice TLC (talking and listening to customers).
Ed Marketing, Susan and David Carroll, 2000
- 10** "When families are engaged in positive ways, rather than labeled as problems, schools can be transformed from places where only certain students prosper to ones where all children do well."
Beyond the Bake Sale, Henderson, Mapp, et al. 2007

- 11** Effectively involving parents is an ongoing effort, built on one-on-one conversations between parents and teachers.
- Parents Are Participating (35)
- 12** "When families can work closely with teachers, their children adjust to school better, attend more regularly, and stay in school longer. They also earn higher grades and test scores."
Beyond the Bake Sale, Henderson, Mapp, et al. 2007, p.95
- 13** "Proven parent involvement strategies reported in research are engaging parents in mutual goal setting and in assessing school policies, practices, and rituals."
The Design Book for Building Partnerships, Blank and Kershaw, et al. 2001
- 14** Schools that monitor their image and constantly work toward improving it have several significant advantages: They experienced increased parental support and involvement. "Them-US" attitudes are minimized. They have greater staff morale because the staff feels it is part of a winning team. They are likely to be more effective in securing community support for school projects and instituting changes sought by teacher, administrator and board of education.
Ed Marketing, Susan and David Carroll, 2000
- 15** "Regardless of circumstances - despite physical, economic, or social barriers - virtually all parents truly want to be able to support their children's learning."
- Project for School Innovation (48)
- 16** All families no matter what their income, race, education language or culture want their children to do well in school and can make an important contribution to learning.
Beyond the Bake Sale, Henderson, Mapp, et al. 2007
- 17** "All families have important experiences, skills, and bodies of knowledge – ‘Funds of knowledge.’"
- Ruben Gonzalez
- 18** Parent who feel they are consulted and have real choices about their child’s education can get past their initial anxieties and truly participate.
- Only Connect by Dr. Rudy Crew
- 19** Programs are implemented by other people. Partnerships are developed by all participants.
Creating Welcoming Schools, Jo Beth Allen, 2007
- 20** Encourage parents to contribute as *experts*, not simply as helpers and passive participants. Families should be quite clear about where they do have input and that it is taken seriously.
– Connections and Commitments by Costanza Eggers-Pierola
- 21** Rich or poor, the overwhelming number of parents are willing to act on behalf of their children, but the problem is that too many don’t know how to do it *effectively*, either at home or at school.
– Only Connect by Dr. Rudy Crew
- 22** "Parents tell us that feeling welcome and being treated with respect by school staff is the number one key to their connection with a school."
Developing Relationships (47)

- 23** Both parents and teachers have an important role to play; their roles do not replace but rather reinforce the other's role, thus providing the student with a consistent message about learning.
School and Families, Creating Essential Connections for Learning, Christenson, Sheridan, 2001, p.60-61
- 24** Quote - Paraphrased from the sayings of Confucius:
*Tell me, I'll forget,
Show me, I may remember:
But involve me, and I'll understand.*
- 25** "Focus groups in schools help bring to light and consciousness some of the concerns of parents. The goal of all these interventions is to help parents, students, and teachers feel supported and understood."
Developing Caring Relationships Among Parents, Children, Schools, and Communities, Dana McDermott, 2008, p. 176
- 26** "Community partnerships can be used to motivate students to achieve beyond providing stuff."
Mobilizing the Community, Hugh Price, 2008, p.92
- 27** "If you can engage parents and help them to engage with their children's education, then you are likely to improve the performance of pupils in your school".
Involving Parents in Schools Chapter 4 pg. 50
- 28** Parent who feel they are consulted and have real choices about their child's education can get past their initial anxieties and truly participate.
– Only Connect by Dr. Rudy Crew
- 29** So now it's up to you. What are you going to do that makes your learning community the inclusive and welcome family you want it to be?
Creating Welcoming Schools, Jo Beth Allen, 2007

Publications Cited By Karen Mapp

"A New Wave of Evidence" by Karen Mapp and Anne Henderson (FREE PUBLICATION)

51 of the most current studies on family and community engagement on student achievement.

"Beyond the Bake Sale" by Karen Mapp and Anne Henderson

KPIRC (Kansas Parent Information Resource Center) <http://www.kpirc.org/>

TIPS Program by Joyce Epstein <http://www.csos.jhu.edu/P2000/tips/index.htm>

"The Harvard Family Research Project" by Heather Wise <http://www.hfrp.org/>

The FINE (Network Involvement Network of Educators) Network

Tips and tools for principals and teachers

<http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators>

