

# Evaluating Our Effort—Plan

Supporting Learning

| Supporting Learning              | What did we see/hear from school staff?                                                                                                                                                                                                                                                                                               | What did we see/hear from families?                                                                                                                                                                                                                                                                                                        |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>• School staff describe what nonfiction text is in easy-to-understand language.</li> </ul>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Families use the vocabulary shared by teachers in their small group activities.</li> <li>• Families can identify different ways to model using nonfiction text in their home (e.g., reading a cookbook, reading a newspaper, etc.).</li> </ul>                                                    |
| Engaging Families                | What did we see/hear from school staff?                                                                                                                                                                                                                                                                                               | What did we see/hear from families?                                                                                                                                                                                                                                                                                                        |
|                                  | <ul style="list-style-type: none"> <li>• School staff greet all families by name.</li> <li>• At least one school staff person greets families in their preferred language.</li> <li>• School staff shake hands with all family members.</li> <li>• All school staff smile and are friendly as they interact with families.</li> </ul> | <ul style="list-style-type: none"> <li>• Family members smile when talking with school staff.</li> <li>• Family members seem comfortable working in groups.</li> <li>• Families talk freely in the group and feel comfortable sharing personal information</li> </ul>                                                                      |
| Leveraging Strengths             | What did we see/hear from school staff?                                                                                                                                                                                                                                                                                               | What did we see/hear from families?                                                                                                                                                                                                                                                                                                        |
|                                  | <ul style="list-style-type: none"> <li>• School staff positively encourage families.</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Families say they feel confident that they can repeat the activities at home and model non-fiction reading</li> <li>• Families share strategies that will work best for their child and family</li> </ul>                                                                                         |
| Creating a Welcoming Environment | What did we see/hear from school staff?                                                                                                                                                                                                                                                                                               | What did we see/hear from families?                                                                                                                                                                                                                                                                                                        |
|                                  | <ul style="list-style-type: none"> <li>• School staff encourage all family members to participate in the group activities (e.g., grandparents, other family members who attend).</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Families work in groups to practice strategies</li> <li>• Families say they have met new adults from their child's class.</li> <li>• Adults talking and learning from one another</li> <li>• All family members present, either in English or in a language more comfortable for them.</li> </ul> |
| Practice and Feedback            | What did we see/hear from school staff?                                                                                                                                                                                                                                                                                               | What did we see/hear from families?                                                                                                                                                                                                                                                                                                        |
|                                  | <ul style="list-style-type: none"> <li>• School staff provide multiple opportunities for families to practice the new skills.</li> <li>• School staff move from family to family and provide supportive coaching feedback.</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>• Families engage in hands-on activities practicing new skills and strategies</li> <li>• Families talk with one another about how they will implement at home</li> </ul>                                                                                                                            |

# Team Leader

Team Leader

Role at the school

Co-Team Leader

Role at the school

|                                                                                                                            | Yes | No |
|----------------------------------------------------------------------------------------------------------------------------|-----|----|
| The team leader is supported by the principal and possesses strong facilitation, communication, and organizational skills. |     |    |
| The team leader has agreed to attend all team meetings (___x monthly).                                                     |     |    |
| The team leader has agreed to support family and staff members' participation.                                             |     |    |

## Staff Representative Names and Positions/Grade Level at School

Staff Member #1

Grade Level(s)

Staff Member #2

Grade Level(s)

Staff Member #3

Grade Level(s)

Staff Member #4

Grade Level(s)

Staff Member #5

Grade Level(s)

|                                                                                                                                | Yes | No |
|--------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Staff have been informed about their roles and responsibilities on the team and have agreed to regularly attend team meetings. |     |    |
| Staff members represent different grade levels of our building.                                                                |     |    |
| Staff members represent different curricular areas in our building.                                                            |     |    |
| Nonteaching staff have been recruited to participate.                                                                          |     |    |

# Community and Other Representatives

## Community Representative and Other Representatives' Names and Positions in the Community or School

Representative #1

Role in the school or community

Representative #2

Role in the school or community

Representative #3

Role in the school or community

Representative #4

Role in the school or community

Representative #5

Role in the school or community

|                                                                                                                                                   | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Community and other reps have been informed about their roles and responsibilities on the team and have agreed to regularly attend team meetings. |     |    |
| Community and other reps represent the diversity of our school.                                                                                   |     |    |

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# Welcome to the Family Engagement Series

The research is clear. There is a strong and positive relationship between family engagement and positive outcomes for children, including improved academic engagement. The strength of this relationship holds true across all families regardless of their socioeconomic status, race, ethnicity, or levels of educational attainment.

When families and school staff work together to support learning, students:

- ▶ Earn higher grades
- ▶ Do better on tests
- ▶ Attend school more regularly
- ▶ Develop positive social skills
- ▶ Graduate and move on to higher education opportunities

It's important to cultivate and sustain effective family-school partnerships, but it's also challenging because many stakeholders (including parents, school leaders, and school staff) have not had the opportunity to develop the knowledge and skills necessary to engage in building effective partnerships. That's why the Dr. Karen Mapp Family Engagement Series is a critical component for any school-based family engagement plan.

The Dr. Karen Mapp Family Engagement Series is rooted in the research and best practices about effective family engagement. Dr. Mapp's research and practice over the past 20 years have been devoted to cultivating partnerships among schools, families, and communities.

The Family Engagement Workshop Series focuses on increasing the capacity of staff and families to build effective partnerships around student achievement. The hands-on, interactive program is designed to inspire teachers and families to form powerful learning partnerships to enhance student performance and enable systematic school advancement.



This series consists of three interactive, full-day workshops focused on exploring the link between family and community engagement and student achievement. These workshops are designed to help educators raise the power of family engagement and build a yearlong action plan to ensure continued success. This *Team Leader Guide* will give you the tools you need to make the most of the workshop series.

“If we’re going to move to a place where family and community engagement is seen as connected to student learning, then we are going to have to build stakeholder capacity—that of parents, community members, and school staff—to be able to support that type of work.”

—Dr. Karen Mapp

## FACE PD Agreement

This workshop contains foundational training for school teams and support structures. It covers the building blocks for elevated family engagement. In order to get the most out of this training, it is critical to make sure there is a clear agreement.

This agreement covers the work between Scholastic and \_\_\_\_\_ as we engage in efforts to cultivate and sustain effective family-school partnerships. We understand that it is necessary to engage many stakeholders in this work, and we agree to the following conditions:

- ▶ We, \_\_\_\_\_ school, agree to have one consistent Team Leader to manage, plan, and implement the workshops in collaboration with your Scholastic consultants.
- ▶ We agree to promote ongoing reflection and refinement of our family engagement practice through our team and to communicate with key stakeholders regularly about the success of the work.
- ▶ We agree that in order to encourage and support consistency and fidelity of the work, participants should attend all three workshops.
- ▶ We agree to do the necessary work between trainings to move toward our goal.
- ▶ We agree to document the learning process and to share findings with key stakeholders in our school community.

School Leader/Principal: \_\_\_\_\_

Team Leader: \_\_\_\_\_

Agreed by: \_\_\_\_\_

Date: \_\_\_\_\_

# What to Expect

## **Workshop 1: Redesigning Family Engagement—The Essential Ingredient**

This workshop contains foundational training for school teams and school support structures and covers the building blocks for elevated family engagement.

### **Key Outcomes:**

- ▶ Participants will understand the link between family and community engagement and student achievement.
- ▶ Participants will begin to develop a strengths-based lens with which to examine our family partnership work.
- ▶ Participants will know how to introduce what it means to link family engagement to student learning and school improvement.

## **Workshop 2: Designing Family Engagement Activities**

This workshop deepens the participants' understanding of the essential elements of Effective Family Engagement through a series of expert-guided interactive exercises.

### **Key Outcomes:**

- ▶ Participants will understand the purpose and components of the essential elements.
- ▶ Participants will learn how to apply the essential elements to design and implement family engagement strategies.
- ▶ Participants will know how to repurpose a family engagement event to incorporate best-known practices.

## **Workshop 3: Engaging Families in Learning Throughout the School Year**

This workshop helps participants connect family engagement to student learning goals as they plan for the coming year.

### **Key Outcomes:**

- ▶ Participants will ensure they have a complete team.
- ▶ Participants will learn how to integrate family engagement activities with student learning goals.
- ▶ Participants will know how to develop a family engagement plan.
- ▶ Participants will understand how to evaluate their family engagement efforts.

## Take-Home Assignments

After each workshop there will be key “take-home” assignments meant to help you immediately apply what you’ve learned to your work.

### **After Workshop 1: Assess Your Current Practice**

Using a tool developed especially for the workshop, participants will go back to their schools to determine how “family friendly” it currently is. Then, using documentation from this assessment, each school group will present its findings at the next workshop.

You will need to bring evidence of your assessment. This can include pictures, video, or any other form of presentation to share with the group. Please limit your presentation to five minutes.

In addition to the assessment, participants will be asked to repurpose and share one of the activities in the workshop with their school team.

### **After Workshop 2: Retooling an Event**

Participants will be asked to operationalize their new knowledge by retooling an upcoming family engagement event. Using documentation from this event, each school group will present its findings at the next workshop.

You will need to bring evidence of your event, which can include flyers and brochures, pictures, video, or any other form of presentation to share with the group. Please limit your presentation to five minutes.

## Building Your Team

### **You support family engagement—do you have to do it alone?**

If your school's efforts to build strong family engagement are going to be successful, you can't be the only person working in your school to bring parents and families into the student learning and school improvement process. Work to strengthen a skilled, diverse group of team members that actively represents the voices of all school staff, families, and the community. As you put your ideas into action, your team can get feedback from school staff and families to ensure that all voices are included and that all members of the school community feel ownership in the outcomes.

### **Who should be a part of your team?**

The principal and an assistant principal focused on family engagement work should be a part of the team! As everyone knows, nothing happens in a school without the support of the administrators. Other team members should include:

1. **School professionals** (e.g., teachers and specialists representing different grade levels/curricular areas) A balanced team should have representatives from multiple grade levels. Also consider including nonteaching staff. Remember, families have a lot of contact with the school nurse, the office, and custodial staff, too.
2. **Family representatives** (at least as many family representatives as others on the team) When we say "family representative," we mean anyone in a student's family who takes a parenting role. This could mean a mother, father, grandparent, guardian, or another caring adult.
3. **Community partners** and other community members, such as a representative from a local education foundation, a corporate sponsor, an extended day-care provider, or a health or social services agency.
4. **Student representatives** Be sure to show that the student voice is represented. You may do this by adding students to your team.
5. **District administrative staff** Many different departments provide support to your building—curriculum and instruction, family engagement, professional development, special education, etc. Consider inviting someone from among the many groups that help your building.

## Diversifying Your Team

### Selecting School Staff for Participation

When forming your team, you will need at least an equal number of staff and family/community members. As you consider which school staff you want to join your team, start with your principal and the teachers who are genuinely interested in partnering with families and communities, and build from there. Make sure you select teachers from different grade levels or curricular areas as well as support staff (e.g., secretary, custodian, cafeteria worker). The staff members who participate on the team will need to attend team meetings regularly and be willing to work on behalf of the larger school community. Ideally, the staff you choose will be seen as leaders by their peers.

### School Diversity

Family representatives should represent the diversity of the school population. When considering the diversity of the families you serve, think about the following:

- ▶ What is the racial and ethnic makeup of your school community?
- ▶ What is the linguistic makeup of your school community?
- ▶ What is the socioeconomic makeup of your school community?
- ▶ What is the geographic makeup of your school community?
- ▶ What other forms of diversity do you have within your school community?

It is important that the students of recruited family representatives represent a range of academic achievement, e.g., not all high achievers, not all students receiving special services. Remember, you may need to have more than one family representative represent certain groups so they feel comfortable attending and participating in meetings.

### Recruiting Parents for Participation

As you narrow your selections for family representative participation, keep in mind that you are seeking family representatives who are leaders in your school or may emerge as leaders through participation in shared leadership experiences. Family representatives on the team take responsibility for representing the interests of many families in the school.



Make sure you also talk with teachers to identify family representatives who have leadership potential. Teachers may be able to suggest family representatives who are not currently active leaders but who have shown some interest in being more engaged. These are parents who, with a little support and encouragement, could become valuable contributors to your team.

“Parents have tremendous capacity and knowledge that can contribute to their child’s learning and growth.”

—Dr. Karen Mapp

## Working Together

Your team will be responsible for engaging all stakeholders in planning, making decisions, and implementing plans that align family engagement to student learning. Your team will work together on behalf of the school community on projects to enhance the partnership between school and home in order to help all children reach their potential, both academically and socially.

The team's task is to help ensure that all families feel welcome in the school, feel honored for the part they play in supporting their children's education, and understand the connection between what they do at home and how their children succeed at school. Help your team get started by getting to know each other better. Begin your first meeting with the following activity that uses the contact cards on pages 22 and 23.

### Pass Out Contact Cards to All Team Members

- ▶ Fill out the information requested on the contact card.
- ▶ Put a star next to the communication method that you prefer the team leader to use when sending meeting reminders and other team information.

### Individual Interviews and Introductions

- ▶ Get together with another team member. Preferably pair a family representative with a school staff representative.
- ▶ Introduce yourselves and share the following information:
  - Your position at the school, the age of your children at the school, or your role in the community
  - What made serving on this team interesting to you?
  - Something about you—a hobby, something interesting, or a fun fact
- ▶ Get back together with the large group and have **each partner introduce the other person** to the team using what he or she just learned about the other person.

## Roles of Team Participants

Each member of the team should be equally included in discussions, decision making, representing the team, carrying out the work of the team, and sharing in its successes.

### Principal's Role

- ▶ Ensures the alignment of the work of the team, the school's improvement goals, and mission statement
- ▶ Helps support family and staff team members' success on the team by providing training on educational topics that may be unfamiliar to families and/or staff—including such topics as educational jargon, acronyms, structure of other school improvement teams, and key school and district concerns or issues
- ▶ Communicates information about the team's work with building staff and community stakeholders, and works with the team leader to incorporate feedback
- ▶ Allocates time and resources to implement the activities of the team in order to enhance programming and services as well as family and community engagement in ways that support student learning
- ▶ Openly communicates the importance of parents feeling welcome in the school as well as honored for their contributions. Works to ensure that the whole school community encourages family engagement and educates families about how they can support their children's learning at home

### Team Leader Role

- ▶ Responsible for driving the work of the team to carry out agreed-upon goals
- ▶ Organizes team meetings and events—arranging the location and preparing materials
- ▶ Prepares ahead of time for each team meeting by becoming familiar with the agenda and other materials in order to maximize meeting time
- ▶ Ensures that all team members have copies of the agendas, minutes, and/or other documents necessary to participate successfully in each meeting
- ▶ Ensures that minutes are taken at each meeting
- ▶ Sends reminders to the team about meetings, networking sessions, or other events

- ▶ Follows up with team members who miss a team meeting to ensure that they are aware of what happened at the meeting and to give any necessary input
- ▶ Makes sure that project information is shared with and input is gathered from the school staff
- ▶ Follows up with team members in between meetings to ensure that all are completing agreed-upon tasks and work streams

### **Recording Secretary Role**

*(Review the role and choose a secretary to start taking minutes for the meeting.)*

- ▶ Keeps the minutes at each team meeting
- ▶ Records all motions and important decisions in the minutes
- ▶ Enters the meeting minutes on the computer and distributes to the team prior to the next meeting via email or makes copies for team members to distribute at the next meeting
- ▶ Sends copies of the minutes to other parties (school board, superintendent, faculty, parent organization leaders). The team will decide who should receive copies.
- ▶ The principal will assist the recording secretary in securing clerical assistance, photocopying, and postage as needed

### **Process Observer Role (Optional)**

- ▶ Can be rotated at each meeting, giving each team member a chance to serve in this role
- ▶ Keeps the meetings on track—making sure to start and end on time
- ▶ Helps guide the team through the meeting agenda
- ▶ Ensures that everyone on the team has the opportunity to talk and share
- ▶ Keeps the meeting moving along through the agenda

### **All Members' Roles**

- ▶ Attend monthly team meetings as well as other planning and/or training sessions pertaining to them
- ▶ Represent and communicate with their constituency
- ▶ Support the work of the team

- ▶ Share what they learn by participating on the team with others in the school community
- ▶ Carry out the work assigned to them in between meetings

### **Operating Principles**

Your team's success will depend on your ability to work together and on your ability to run effective meetings in which everyone participates. You can accomplish this by jointly developing some operating principles.

Take a few minutes to brainstorm what your team's operating principles should be and discuss how your meetings will be conducted. A list of a few operating principles is provided here to help get the conversation started. There is additional space for your team to add any additional operating principles that the team develops and approves. The goal is to develop operating principles that will ensure your success as a team and as community builders.

### **Operating Principles for Our Team**

- ▶ The team is open to all school staff, parents, caregivers, and community members dedicated to helping develop and implement the work.
- ▶ The team uses consensus-based decision-making and welcomes the participation of all team members.
- ▶ All team members strive to attend each meeting.
- ▶ All team members feel welcomed and honored on the team.
- ▶ All team members participate in discussions and share ideas.
- ▶ All team members encourage one another and listen when others are sharing.

## Taking Inventory

Before you start on any Family Engagement Plan, it is important to review the data in order to make decisions that target your particular community. Use the following tool to help organize your information.

School Name: \_\_\_\_\_

Address: \_\_\_\_\_

Principal Name: \_\_\_\_\_

Total Enrollment: \_\_\_\_\_ Female: \_\_\_\_\_ Male: \_\_\_\_\_

Demographic Breakdown of Student Population (by percentage):

Asian: \_\_\_\_\_ Students with disabilities: \_\_\_\_\_

Black: \_\_\_\_\_ English language learners: \_\_\_\_\_

Hispanic: \_\_\_\_\_ Free and reduced-price lunch: \_\_\_\_\_

White: \_\_\_\_\_ Other: \_\_\_\_\_

Other Notes About Our School Community:

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# Team Leader

Team Leader

Role at the School

Co-Team Leader

Role at the School

|                                                                                                                                   | Yes | No |
|-----------------------------------------------------------------------------------------------------------------------------------|-----|----|
| The team leader is <b>supported by the principal</b> and possesses strong facilitation, communication, and organizational skills. |     |    |
| The team leader has agreed to <b>attend</b> all team meetings (__x monthly).                                                      |     |    |
| The team leader has agreed to support family and staff members' participation.                                                    |     |    |

## Staff Representative Names and Positions/Grade Levels at School

Staff Member #1

Grade Level(s)

Staff Member #2

Grade Level(s)

Staff Member #3

Grade Level(s)

Staff Member #4

Grade Level(s)

Staff Member #5

Grade Level(s)

|                                                                                                                                              | Yes | No |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Staff have been informed about their <b>roles and responsibilities</b> on the team and have agreed to regularly <b>attend</b> team meetings. |     |    |
| Staff members represent different <b>grade levels</b> of our building.                                                                       |     |    |
| Staff members represent different <b>curricular</b> areas in our building.                                                                   |     |    |
| Nonteaching staff have been <b>recruited</b> to participate.                                                                                 |     |    |

# Family Representatives

## Family Representative Names and Grade Levels

|                          |                |
|--------------------------|----------------|
| Family Representative #1 | Grade Level(s) |
| _____                    | _____          |
| Family Representative #2 | Grade Level(s) |
| _____                    | _____          |
| Family Representative #3 | Grade Level(s) |
| _____                    | _____          |
| Family Representative #4 | Grade Level(s) |
| _____                    | _____          |
| Family Representative #5 | Grade Level(s) |
| _____                    | _____          |

|                                                                                                                                                    | Yes | No |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Family reps have been informed about their <b>roles and responsibilities</b> on the team and have agreed to regularly <b>attend</b> team meetings. |     |    |
| Family reps represent the diversity of our school.                                                                                                 |     |    |

## Community and Other Representatives

### Community Representative and Other Representatives' Names and Positions in the Community or School

|                   |                                 |
|-------------------|---------------------------------|
| Representative #1 | Role in the School or Community |
| _____             | _____                           |
| Representative #2 | Role in the School or Community |
| _____             | _____                           |
| Representative #3 | Role in the School or Community |
| _____             | _____                           |
| Representative #4 | Role in the School or Community |
| _____             | _____                           |
| Representative #5 | Role in the School or Community |
| _____             | _____                           |

|                                                                                                                                                                 | Yes | No |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Community and other reps have been informed about their <b>roles and responsibilities</b> on the team and have agreed to regularly <b>attend</b> team meetings. |     |    |
| Community and other reps represent the <b>diversity</b> of our school.                                                                                          |     |    |

## Our School Calendar

Please list below any family engagement events that are scheduled on the school calendar. Please include dates and other relevant information. For example, note if flyers have already been sent out or if specific items have been purchased.

|   | Type of Family Engagement Event | Date | Who Is Responsible | Notes |
|---|---------------------------------|------|--------------------|-------|
| 1 |                                 |      |                    |       |
| 2 |                                 |      |                    |       |
| 3 |                                 |      |                    |       |
| 4 |                                 |      |                    |       |
| 5 |                                 |      |                    |       |
| 6 |                                 |      |                    |       |
| 7 |                                 |      |                    |       |

# Meeting Dates and Times

Some teams have found it convenient to choose regular meeting days and times each month. Remember to look at your building's calendar to ensure that a regularly scheduled team meeting does not fall on a school vacation or teacher workday. If there is a conflict, then make alternative arrangements for that meeting. We suggest that teams meet at least once a month. Your meetings should start and end on time. If agenda work is not completed, then make a note in the minutes and the team can pick up at that point at the next scheduled meeting.

## Team Meetings

| Meeting | Date | Time | Location |
|---------|------|------|----------|
|         |      |      |          |
|         |      |      |          |
|         |      |      |          |
|         |      |      |          |
|         |      |      |          |
|         |      |      |          |
|         |      |      |          |

## PLANNING TOOLS

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

## PLANNING TOOLS

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

### Team Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell #: \_\_\_\_\_

Home #: \_\_\_\_\_

Work # (if OK to call): \_\_\_\_\_

Grade level of children: \_\_\_\_\_

Position at school: \_\_\_\_\_

Put a star next to the way you prefer to be contacted with team reminders.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## A Proposal for Chandler Unified School District

June 14, 2019

Page 2 of 2

### Proposed Timeline and Pricing

| FACE Service                                                              | September               | October                  |
|---------------------------------------------------------------------------|-------------------------|--------------------------|
| Foundational Training for School and District Leaders – 2-3-hour training | X<br>(specific day TBD) |                          |
| Equity Team Training – 3-hr. Team Training                                |                         | X<br>(specific days TBD) |

| FACE Service                                                         | Item Number | Unit Price | Unit | Total    |
|----------------------------------------------------------------------|-------------|------------|------|----------|
| Foundational Training                                                | 809013      | \$3,999    | 1    | \$3,999  |
| Equity Team Training – 3-hr. Training (5 days – 10 – 3 hr. sessions) | 858090      | \$3,999    | 5    | \$19,996 |
| Total                                                                |             |            |      | \$23,995 |

# What learning goal will we address?

Worksheet

|                                                                                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Select one grade level:</p>                                                                                                                                                                                                                        |  |
| <p>Select one content area:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Social Studies</li> </ul> |  |
| <p>In the selected grade and content area, what is the <b>learning goal</b> with which most students struggle?</p>                                                                                                                                    |  |
| <p>What are the <b>learning goals</b> for this learning goal?</p>                                                                                                                                                                                     |  |

## What actions would help?

| What actions can families undertake to address the identified issue?                          | To take these actions, what new knowledge/skills do families need?     |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
|                                                                                               |                                                                        |
| What actions must school staff undertake to empower families to address the identified issue? | To take these actions, what new knowledge/skills do school staff need? |
|                                                                                               |                                                                        |

• *Journal of the American Medical Association*, 2000; 283: 2639-2645.

# Evaluating Our Effort—Plan

|                        |                                                 |                                             |
|------------------------|-------------------------------------------------|---------------------------------------------|
| Supporting Learning    | What did we see/hear from <b>school staff</b> ? | What did we see/hear from <b>families</b> ? |
|                        |                                                 |                                             |
| Building Relationships | What did we see/hear from <b>school staff</b> ? | What did we see/hear from <b>families</b> ? |
|                        |                                                 |                                             |
| Leveraging Strengths   | What did we see/hear from <b>school staff</b> ? | What did we see/hear from <b>families</b> ? |
|                        |                                                 |                                             |
| Engaging the Community | What did we see/hear from <b>school staff</b> ? | What did we see/hear from <b>families</b> ? |
|                        |                                                 |                                             |
| Practice and Feedback  | What did we see/hear from <b>school staff</b> ? | What did we see/hear from <b>families</b> ? |
|                        |                                                 |                                             |