WELCOME TO CVESD PARENT LEADERSHIP SERIES MODULE 2!

WE WILL BEGIN SHORTLY, IN THE MEANTIME, PLEASE TAKE THIS BRIEF SURVEY USING THE QR CODE.

THANK YOU!
How are you feeling today?

Pick a number and type it in the chat box!
We are one of four regional Equity Assistance Centers funded by the United States Department of Education **authorized** under the Title IV of the Civil rights Act of 1964.

We promote equitable educational opportunities in the area of Race, National origin, Gender, Religion, and other aspects of K-12 Education.

Our services are Free or at low cost.

Western Educational **EQUITY** Assistance Center
Agenda

1. Introductions
   - Overview

2. The Value of Family Engagement

3. What is a Leader?

4. Types of Groups

5. Roles and Responsibilities of Team Members
   - Skills for Serving on Groups

6. Tools for Efficient, Effective Meetings

7. Resources for Parent Leadership at Home

Please note: “Parent” refers to any adult responsible for the well being and care of a child.
Hi, I’m Timmy’s father. Hello, I’m Timmy’s teacher.
HEART OF THE MATTER

40+ YEARS OF RESEARCH SHOWS:

When parents are involved with their children’s education—their children do better in school and they go to better schools

• Quality of school programs increases

• Teachers and administrators experience higher morale levels

• Communities have a more favorable view of schools that have engaged parents
The Value of Parent Involvement:

Regardless of Family Income, Education, or Cultural Background, Children Whose Parents are Involved in their Education are more likely to:

- Earn Higher Grades
- Have Higher Test Scores
- Have More Consistent School Attendance
- Demonstrate Better Social Skills
- Have Higher Self Esteem
- Adapt Well to the School Environment

THE KEYS TO SUCCESSFUL
SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS
EPSTEIN’S 6 TYPES OF INVOLVEMENT + TYPE 7 (XO)

TYPE 1 – PARENTING
TYPE 2 – COMMUNICATING
TYPE 3 – VOLUNTEERING AND PARTICIPATING
TYPE 4 – LEARNING AT HOME
TYPE 5 – DECISION MAKING AND ADVOCACY
TYPE 6 – CONNECTING
TYPE 7 (XO) – RELATIONSHIP BUILDING

Dr. Joyce Epstein of The Center on Families, Communities, Schools, and Children’s Learning, Johns Hopkins University, developed the 6 Types framework for categorizing types of parent involvement found at effective schools.
Type 5
Decision Making and Advocacy
Include families as participants in school decisions, governance, advocacy through PTAs or PTOs, school councils, committees, and other parent organizations.

— Awareness of parent perspective as a factor in policy development and decisions
— Principals must overcome barriers that prevent parents from getting involved
— View of equal status of family representatives on committees and in leadership roles
— Shared experiences and connections with families

(Henderson & Mapp)
Great Leaders Don’t Set Out To Be Leaders. They Set Out To Make A Difference. It’s Never About The Role—Always About The Goal.

Lisa Haisha
Beliefs in Leadership

• Leaders are not born ~ they rise out of a person’s passion for how they want the world to be.

• Leadership isn’t a gift ~ it’s accessible to anyone who wants it.

• Leadership isn’t a calling ~ it’s a matter of listening to a question and trying to come up with an answer.
Think of a leader you admire and why.
Activity

• Take a minute to identify 2 qualities of this leader you admire

• Use the “raise your hand” icon if you would like to share
TOP Leadership Qualities

1. Integrity
2. Dedication
3. Humility
4. Openness
5. Respect
6. Assertiveness
1. **Integrity**
   Leaders integrate their outward actions with their inner values. They can be trusted to be honest, even in situations when doing so may not be beneficial for them.

2. **Dedication**
   Leaders understand the group’s vision. They are willing to spend the time and energy necessary to help the group prioritize tasks and organize action steps to accomplish the tasks that will move the group’s vision forward.

3. **Humility**
   Leaders give lots of credit to others for the group’s success. When things go wrong, they are willing to take responsibility, help solve problems, and work to get things back on track to succeed.

4. **Openness**
   Leaders are willing to listen to others and learn from criticism. They want to hear new ideas from others and they seek creative solutions. They reach out to involve others across diverse communities and encourage them to fully participate. They recognize and mentor emerging leaders.

5. **Respect**
   Leaders deal with others in consistent and fair ways. They wish to be respected and they model how to treat others respectfully. They recognize that everyone can contribute to the group’s success. They set a positive tone for interaction within the group and keep the group focused on the work at hand.

6. **Assertiveness**
   Leaders clearly communicate what must be done and what is expected of group members in order to get the group’s desired result. They help the group to identify any problems/barriers to their work, to solve problems, be aware of timelines and hold each other accountable for results.

(Adapted from “Top Leadership Qualities”, Compare Business Products Resource Center.)
Types of Groups

• There are many types of groups at district level and at schools that require *Parent Leaders.

• Think of the different groups at your school.

* “Parent” refers to any adult responsible for the well being and care of a child.
At most schools, we see two types of groups

Advisory
To offer an opinion on how to handle a situation

Decision-making
The act of reaching a conclusion by giving a judgement (voting)
Roles and Responsibilities

Team Member roles vary from group to group depending upon the type and function of the group.
4 Ways to be Involved as a Team Member

On collaborative teams all members are very active. All team members must contribute ideas, insights, opinions and suggestions and give feedback. Your voice, and everyone’s on the team is important and should be heard. Here are some guidelines to help all members become active participants.

- **Inform** — Tell other group members what your team is doing.
- **Ask** — Raise questions when you need more information.
- **Communicate** — Share with the rest of your team what was learned.
- **Participate** — Remember you represent others’ interests—You are their voice.

**Questions to Encourage Participation on Teams**

1. Do we need more information about _______ that we need to look at and discuss?
2. I’ve been doing most of the talking, is there anyone else that can add something different?
3. I don’t understand, can someone please clarify for me?
4. Could you say a little more about it?
5. Is there anything we have overlooked that you would like to mention/discuss?
6. Why is this an issue? Is this discussion in the best interest of children?
7. We have heard mostly one side of the issue. What is the other side?
8. How do others feel about it?
9. Can we hear from some other parents on this issue?
10. Can we hear from some teachers on this issue?
11. How will this affect my child/our children?
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- **Inform**: Tell other group members what your team is doing.
- **Ask**: Raise questions when you need more information.
- **Communicate**: Share with the rest of your team what was learned.
- **Participate**: Remember you represent others’ interests. **YOU** are their voice.
Questions you can ask to become more involved

1. Do we need more information about ________ that we need to look at and discuss?
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ACTIVITY: WHICH QUESTION/S WILL YOU ASK?

You notice that a new executive board member seems confused about the agenda issue being discussed. Which question/s could you ask to clarify the situation.

1. Do we need more information about _______ that we need to look at and discuss?
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Your Role in Creating Efficient and Effective Meetings

1. Arrive early
2. Start on time
3. Familiarize yourself with the agenda items
4. Read the minutes which include all actions taken by the DAC/DELAC
5. Ask questions if you need clarification or have any doubts
6. Share ideas and concerns
7. Always communicate in a professional manner
8. Debate the issue not the person
9. Interpretation should be provided to meet language needs
10. Handouts should be translated to build understanding
Tools For Conducting EFFICIENT Meetings

- Agenda
- Minutes
- Follow-up
- Time Management
DAC/DELAC Agenda Format

I. Call to order/Introductions  
II. Superintendent’s Report  
III. District Administrator’s Report  
IV. Chairperson’s Report  
V. New Business  
VI. District Communication  
VII. Public Oral Communications  
VIII. Adjournment
Meeting Minutes

- Summary of the meeting
- Record decisions, recommendations, and actions
- Typed and distributed
- Previous meeting minutes are approved at the next meeting
- Reminder: Still take your own notes!
Follow-Up after a Meeting

- Reflect on what was learned
- Refer to your notes
- Connect with the principal or designee to share information and determine next steps
- Touch base with parents at your school and share information
- Remember: Never fail to follow up
- To build trust with your group you need to DWYSYWD
  (Do what you say you will do.)
Time Management

If meetings continue to run over time, you may ask the group:

- Is the agenda too full?
- Are ground rules being used?
- Do we need a ‘time keeper’?
- Should we use a “Parking Lot” to park ideas not identified as agenda items?
Tools For Conducting EFFECTIVE Meetings

- Parking Lot
- Brainstorming
- Meeting Norms (Module 3)
- Robert’s Rules of Order (Module 3)
The Parking Lot

A technique used to acknowledge input from members that may not be related to the topic at hand.

1. When participants bring up an issue not on the agenda and that does not fit the discussion, the facilitator can politely let the participant know that their idea is will be recorded in the “parking lot” on a flip chart or a list kept by another officer.

2. The items listed will be referred to at the end of the meeting.

3. A designated person (chair, vice-chair, administrator, etc.) is assigned to identify which items can be added to the next meeting’s agenda or forwarded to another person or department for resolution.
Brainstorming

A tool used to capture ideas or concerns in a free flowing, rapid pace. Participants are asked to express their ideas quickly and without evaluation using one of the following techniques:

1. Round Table
2. Popcorn Style
“You don’t have to see the whole staircase to take the first step.”

--Dr. Martin Luther King
Resources for Parent Leadership at Home

Handout 1 – Planning Calendar

Handout 2 – 4 Important Things Parents can do to Support Literacy

Handout 3 – Self-Directed Morning Checklist
<table>
<thead>
<tr>
<th>Month:</th>
<th>School:</th>
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<td>Meetings</td>
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<td>School/District Activities</td>
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<td>Ideas for Sharing Info with Other Parents/Families</td>
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<td>Specialist:</td>
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Packet page 27
**Four Important Things Parents Can Do To Support Literacy**

1. **Put books in your home.**
   - Set up a home library.
   - Give books as gifts.
   - Visit the library.

2. **Read to/with your child at least 20 minutes each day.**
   - If you do this for one year, your child will have read *one million words* and have an increased vocabulary of 1,000 words.

3. **Keep track of your child’s progress in school.**
   - Ask at what level your child is reading.
   - Take advantage of school resources/programs available to help build your child’s literacy skills.

4. **Be a good reading role model.**
   - When your child sees you reading a variety of materials for a variety of reasons he or she will see reading as *important*. When your child sees that you read for recreation, he or she will see reading as a *fun, worthwhile* activity worthy of an adult’s time and attention.
Self-Directed Morning Checklist

☐ Shower/wash face
☐ Put on clothes, socks, shoes
☐ Take care of your hair
☐ Eat breakfast
☐ Do morning chores
☐ Brush your teeth
☐ Get backpack ready
☐ ________________

- What are you taking to school today?
- What are you forgetting?
PLEASE USE THE QR CODE TO RATE YOUR NEW UNDERSTANDING OF YOUR ROLE AND RESPONSIBILITIES FOR YOUR COMMITTEE.
Certificate of completion

To receive your certificate, click on the link and complete the requested information. Your certificate of completion will be mailed to the address provided.

Module 3
Getting it Done: How to Make Robert’s Rules of Order Work for You

October 12, 2021
6:00 - 8:00 pm
Module 2
Getting it Done:
How to Have Effective, Efficient Meetings

September 14, 2021
Introductions
  - Overview

The Value of Family Engagement

What is a Leader?

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Roles and Responsibilities of Team Members
  - Skills for Serving on Groups

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WEEAC Consultants: Beatrice G. Fernández and Jeana Preston
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Tools for Conducting Effective Meetings

1. Parking Lot
2. Brainstorming
3. Robert’s Rules of Order (Module 3)
1. **Parking Lot Technique**

A technique used to acknowledge input from members that may not be related to the topic at hand.

- When participants bring up an issue or concern that does not fit in the discussion, the facilitator can politely let the participant know that their idea is appreciated but that it will be recorded in the “parking lot” on a flip chart or a list kept by another officer.
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A tool used to capture ideas or concerns in a free flowing, rapid pace. Participants are asked to express their ideas quickly and without evaluation using one of the following techniques:

<table>
<thead>
<tr>
<th>Roundtable</th>
<th>Popcorn Style / Free Flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ideas in rotation around the room</td>
<td>• Open forum</td>
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<tr>
<td>• If a person has no idea, then PASS</td>
<td>• Free Flow of ideas from all participants</td>
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<tr>
<td>• No evaluation, judgment or in-depth discussion</td>
<td>• No evaluation, judgment or indepth discussion</td>
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<tr>
<td>• One idea per turn</td>
<td>• Continue until no more Free Flow of ideas are generated</td>
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<tr>
<td>• Continue rotating until no more ideas are generated</td>
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Who is Responsible?

Directions: In the space next to each responsibility, write C for Chairperson, V for Vice-chairperson, S for Secretary, P for Parliamentarian, and A for all members of the DAC/DELAC, to indicate who is responsible.

____ 1. Calls the meeting to order
____ 2. Records events and actions taken at DAC/DELAC meetings
____ 3. Follows the norms
____ 4. Responsible for reviewing the Single Plan for Student Achievement
____ 5. Recognizes people who wish to speak at DAC/DELAC meetings
____ 6. Checks Robert’s Rules of Order, or ground rules
____ 7. Serves in the Chair’s absence
____ 8. Considers and analyzes data to inform future decisions regarding the SPSA
____ 9. Explains the effect of each motion being considered
____ 10. Announces the results of voting
____ 11. Signs/dates the minutes
____ 12. Provides expertise on the DAC/DELAC bylaws
____ 13. Is the possible successor to the Chair
____ 14. Submits minutes to the District Administrator
____ 15. Ensures that meetings start and end on time
Resources for Parent Leadership at Home

- Planning Calendar
- 4 Important Things Parents can do to Support Literacy
- Self-Directed Morning Checklist
<table>
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<td><em>Special:</em></td>
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| **School/District Activities** |        |
|                               | ✓      |
|                               | ✓      |
|                               | ✓      |
|                               | ✓      |
|                               | ✓      |

| **Ideas for Sharing Info with Other Parents/Families** |        |
|                                                      | □      |
|                                                      | □      |
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|                                                      | □      |

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**School: [School Name]**

**Month:** [Month]

**Meetings:**
- Special:
  - □ [Details]
  - □ [Details]
  - □ [Details]
  - □ [Details]
- Monthly:
  - □ [Details]
  - □ [Details]
  - □ [Details]
  - □ [Details]
- Weekly:
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  - □ [Details]
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  - □ [Details]

**School/District Activities:**
- ✓ [Details]
- ✓ [Details]
- ✓ [Details]
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☐ Eat breakfast
☐ Do morning chores
☐ Brush your teeth
☐ Get backpack ready
☐ ___________________________

- What are you taking to school today?
- What are you forgetting?