

ZOOM-ROOM Activity 2

Explore Leadership and Facilitation Strategies *District Facilitators Lead and Succeed*¹

Here is a **MOST ESSENTIAL LIST** of activities for the 22-23 school year.

District leaders for partnerships must choose which activities are most important in their location, for their schools, students, and families.

WITH YOUR ZOOM-ROOM partners, discuss: Which activities will help YOU to strengthen your leadership for partnerships AND improve your ATP partnership programs.

Choose and check ✓ at least **ONE** activity for each leadership strategy.
Select **NO MORE THAN 14** activities TOTAL.

You will have about 25 minutes to propose a plan.

We will hear ideas from ZOOM partners at the end of this activity.

Strategy: Create awareness. Actively promote the partnership program to key stakeholders, including teachers, administrators, families, and community groups.

- Convene a one-on-one meeting with the district superintendent to discuss the goals for the partnership program.
- Conduct awareness sessions for school principals on the partnership program, including information on the assistance that your office will provide to all schools' ATPs.
- Announce the district's partnership program on the district website.
- Meet individually with each school principal at the start of the school year to clarify the work of the district facilitator(s) and how the principal will support the ATP and program of partnerships.

Strategy: Align program and policy. With support from district leadership, integrate the partnership program with district policies, requirements, and procedures.

- Ensure that the district policy on partnerships refers to district-level leadership activities and to direct assistance to help all schools develop their partnership programs with goal-linked engagement activities.
- Write a Leadership Plan for Partnerships that includes district-level actions and direct facilitation of school-ATPs.
- Obtain approval and support from the superintendent for schools to establish ATPs and to link their Action Plans for Partnerships to goals in their school improvement plans.
- Alert the superintendent and school board to how the district Leadership Plan for Partnerships reflects the district's policy on family and community engagement.

Strategy: Guide learning and program development. Organize and conduct professional development activities to assist schools in developing their partnership programs.

- Assist schools with preliminary steps to begin a partnership program (e.g., identify the members of the ATP, arrange a team-training workshop).
- Conduct a One-Day Team-Training Workshop for all participating schools' ATPs on the basic information on the framework of six types of involvement, how to meet challenges to engage all families, how to link engagement activities to goals for students' academic and behavioral outcomes, how to have a well-functioning team, and how to write a good *One-Year Action Plan for Partnerships*. (See Chapters 4 and 5 and the *Handbook CD* to guide this workshop.)
- Contact or meet with ATP leaders and team members at least monthly at each participating school.
- Develop and implement professional development workshops and presentations for all teachers and school staff on partnerships.
- Award small grants to schools as incentives to build their partnership programs using research-based approaches.

Strategy: Share knowledge. Foster ongoing communication throughout the district to build knowledge about programs of school, family, and community partnerships.

- Share progress on the district's partnership program efforts with the superintendent, school board, principals, and others in leadership positions.
- Disseminate a newsletter or other communique that shares information, events, and highlights of district and school partnership programs.
- Tweet, blog, post photos to Instagram, write posts to Facebook, and/or use other social media to generate excitement and knowledge about partnership activities throughout the district.
- Facilitate regularly scheduled meetings with other district departments working on family involvement issues (e.g., special education, bilingual education, Title I).

Strategy: Celebrate milestones. Recognize school and district successes in partnership programs and practices, and disseminate the successes widely.

- Host an end-of-year celebration for all schools' ATPs to share best practices, solve challenges, and write the next *One-Year Action Plan for Partnerships*.
- Edit and distribute in print or e-form a collection of promising partnership practices from each school.
- Organize a recognition program to celebrate schools for achieving milestones such as implementing their first family and community engagement activity, increasing attendance at activities, or connecting activities to specific learning goals for students.
- Assist ATPs to recognize and thank volunteers and supporters in their schools.

Strategy: Document progress and evaluate outcomes. Collect information to document activities and assess progress in meeting district program goals, and assist each ATP to document and evaluate progress in implementing their action plans for partnerships.

- Provide schools with an easy-to-use electronic recordkeeping system to document and save records of the plans and activities of their ATPs.
- Collect schools' One-Year Action Plans for Partnerships each year and use them to check schools' progress on a monthly schedule.
- Establish a quarterly or monthly recordkeeping system for the district facilitator(s) to document visits to schools and technical assistance that is provided or requested.
- Assist schools' ATPs to use simple evaluation tools, including the *Annual Evaluation of Activities* (pp.348-359 and *Handbook CD*) and the *Annual Review of Team Processes* (p. 112 and CD) to continually improve their partnership programs.

1) From: Jansorn, N. R., & Epstein, J. L. (2019) "Lead and Succeed: An Inventory of District Leadership and Facilitation Strategies for Partnerships." In Epstein, J. L., et al., *School, family, and community partnerships: Your Handbook for Action, 4th edition*, chapter 7. Thousand Oaks, CA: Corwin Press. See the full Inventory in your workshop resources folder.