

Building Partnerships for Student Achievement

Module 1: Facilitator Guide



Module:	Developing: -Group Agreements -One Page Partnership Agreement -Definition & Examples of Partnership at School Site
Level:	All School Levels
Participants:	A Leadership Team representing all stakeholders including certificated, classified, parents, community and students at the secondary level
Facilitator: Participant Ratio	1:25 (1 Facilitator for every 25 participants)
Approximate Time Frame:	2 hrs.

Module 1 Summary

<p>The “Big Ideas”</p>	<p>The research on school improvement finds that school transformations are successful in school communities where there are strong parent-school partnerships. Schools with strong parent-school partnerships value the role that each adult plays in supporting student achievement. The protocols and activities included in this module are designed to support school leaders as they work towards strengthening existing partnerships, which are focused upon improving instruction and student achievement.</p> <p>The protocols and activities invite all school stakeholders to establish group agreements with representatives from all school stakeholders. They then proceed to define a partnership for student achievement and describe examples that adults will model to strengthen school partnerships. The result of the agreements, partnership definition and examples that are agreed upon by the participants will then be placed on a 1-page Partnership Agreement Template. The 1-page Partnership Agreement template is included in this module</p>
<p>Participants’ Learning Objectives</p>	<p>By the end of this training module, participants should be able to:</p> <ul style="list-style-type: none"> • Discuss the importance of building strong partnerships for student achievement • Create a 1-page Partnership Agreement that defines our school’s vision of a partnership for student achievement, and include examples of how all adults will strengthen existing partnerships
<p>Presenter’s Activities to Support this Learning</p>	<p>During this training, the presenter will engage participants in</p> <ul style="list-style-type: none"> • Activity 1: Adopting Group/Meeting Agreements • Activity 2: Block Party (Ice Breaker) • Activity 3: Small Group Reflection & Round Robin • Overview: What Key Ingredient is Needed in a Partnership? <ul style="list-style-type: none"> ○ Research Based Evidence • Activity 4: Partnership Agreement Process (Gallery Walk) • Next Steps: <ul style="list-style-type: none"> ○ Closing Thought ○ What Did We Achieve?
<p>Tools and Materials</p>	<p>Handouts</p> <ul style="list-style-type: none"> • Partnership Agreement Template • PowerPoint slides • 4x6 Index Cards

Module 1 Summary

- Stickers (3 Colors)

Topic	Presentation Points	Supporting Materials
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Opening
(10 Minutes)

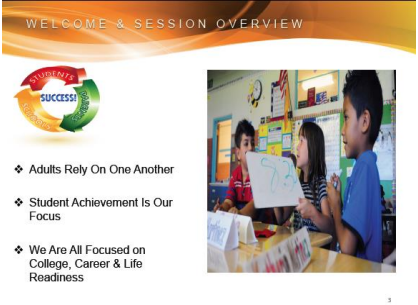

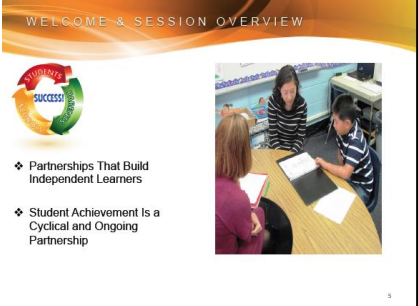
TIMES ARE APPROXIMATES



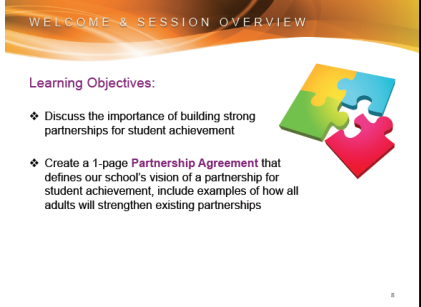
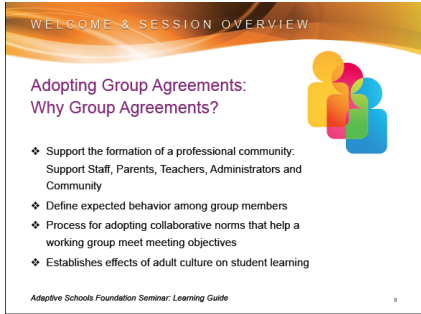
- **Lead Facilitator** welcomes all parents, teachers, administrators, support staff and community to a very important meeting space for learning, reflecting and decision-making
- Introduce yourself, your role at the school and communicate that you are today’s **LEAD FACILITATOR**
- Define your role as a facilitator: a guide for the conversations and decision-making that takes place who will have no direct input or share biases while facilitating
- *In the case that you do become a participant and another member from your team serves as a support facilitator, communicate the shift of roles.*
- *Always follow this step when a facilitator enters or leaves the facilitator’s role*



- **Display and review slide 2.**
- “Today’s conversation sets us up for an exciting process that initiates with an opportunity to understand the benefits of strong partnerships for student achievement”
- “Today’s gathering brings together all adults who are critical in the academic growth of our youth as we prepare them for college, career and life readiness”
- Emphasize that by the end of the gathering we will build understanding and new meaning of a partnership for student achievement and ways



Topic	Presentation Points	Supporting Materials
	<p>in which all school partners will model partnership for the students</p>	
	<ul style="list-style-type: none"> • Display and review slide 3. • “Our work begins with providing all students a rigorous and differentiated learning environment where students begin to develop skills critical in achieving a college education or career” • “For our students to be successful: <ul style="list-style-type: none"> ○ Adults must rely on each other to achieve our student achievement goals ○ Our focus is college, career and life readiness” 	
	<ul style="list-style-type: none"> • Display and review slide 4. • Building a welcoming environment that fosters partnership and collaboration that requires all adults support the school community • Ask participants “Who might this be?” • Solicit responses from the audience • Close by communicating that we are ALL partners in a child’s journey 	
	<ul style="list-style-type: none"> • Display and review slide 5. • “Our partnerships are invaluable as they are the foundation where our students build the skills to become an independent learner” • “By parents, teachers and staff coming together in partnership for student achievement we 	

Topic	Presentation Points	Supporting Materials
	<p>allow the cyclical partnership found in the graphic to stay focused on the student”</p>	
	<ul style="list-style-type: none"> • Display and review slide 6. • “Partnerships for student achievement are formed in communities where there is open dialogue, trust among all partners, and where everyone addresses opportunities for improvement with the best interest of students in mind” 	
	<ul style="list-style-type: none"> • Display and review slide 7. • “Ultimately by fostering quality partnerships we will be closer to graduating 100% of our youth” • “More importantly our students will graduate with the skills to be successful college graduates and productive members of our communities” 	
<p>Session Objectives & Group Agreements (20 minutes)</p>	<ul style="list-style-type: none"> • Display and review slide 8. • Learning objectives • Clarify any questions from the session participants 	
	<ul style="list-style-type: none"> • Display and review slide 9. • Introduce the important role that group agreements play in a community, particularly in the process of forming partnerships for student achievement • “Once adopted by the group, group agreements must ultimately be protected. It is the responsibility of the facilitator and the contributing partners at a school to see that the 	

Topic	Presentation Points	Supporting Materials
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agreements are present in formal and informal interactions”

- “This is why the final group agreements will be selected through a protocol/process that protects equity of voice and sharing”



- **Display and review slide 10.**
- Ask session participants to read the samples out loud

WELCOME & SESSION OVERVIEW

Group Agreements:

- ❖ **Sample:** All adults will keep an open mind and respect the perspectives presented by all members of the school community
- ❖ **Sample:** We will use a meeting process that gives everyone an opportunity to participate
- ❖ **Sample:** We will work towards sharing ideas and comments that strengthen the community of adult learners that are partners at this school
- ❖ Others?

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- **Display and review slide 11.**
- The following protocol or process invites each participant to write down a group agreement that builds partnership for student achievement
- Review each step with the audience
- Ask a participant to repeat the steps as a test to check understanding
- Once you complete the activity have a support facilitator post the index cards on the wall
- “We will finalize a list of group agreements towards the end of the session”

WELCOME & SESSION OVERVIEW

Group Agreements:

Step 1: Participants will write down one group agreement on a 4x6 index card

Step 2: Starting with the back row participants will read their group agreement out loud

Step 3: Pass all index cards to the end of the aisle where a support facilitator will collect and tape all index cards in a wall that is visible to all

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Topic

Presentation Points

Supporting Materials

- **Display and review slide 12**
- The following protocol/process invites each participant to reflect on their prior knowledge of partnership, to then write-out their definition of partnership for student achievement
- An example of ways in which adults can model your definition in every day interactions will be written on the back side of the index card
- Review each step with the audience
- Ask a participant to repeat the steps as a test to check understanding

WELCOME & SESSION OVERVIEW

ICE BREAKER: Welcome and Introductions

Step 1: Get a 4x6 index card

Step 2: Write your name and define what it means to have strong partnerships for student achievement at a school site

Step 3: Answer the following prompt on the back of the card:
Give an example of what this can look like at a school:
➢ School Staff/Parent
➢ School Staff/Student
➢ Student/Parent

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- **Display and review slide 13**
- Review each step with the audience
- Ask a participant to repeat the steps as a test to check understanding
- **Facilitator Move:** Ask participants to raise their right hand and walk around the room until you tell them to stop
- Ask participants to stop and connect with the participant closest to them
- After time is up ask them to reconnect with a new partner
- Repeat until you are ready to transition to the next activity

WELCOME & SESSION OVERVIEW

ICE BREAKER: Block Party!!

Step 1: Introduce yourself to an elbow partner.

Step 2: Spend 1-minute with the elbow partner and share your definition and examples of partnership

Step 3: Once time is up, the other partner shares their responses.

Step 4: Hand your index card to your partner.

Step 5: Repeat process with a new partner.

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Topic

Presentation Points

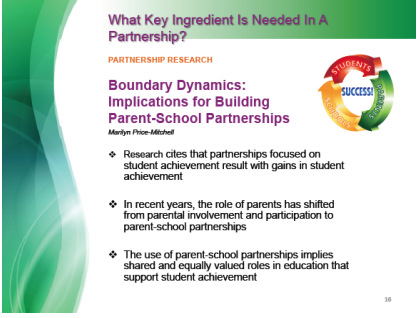
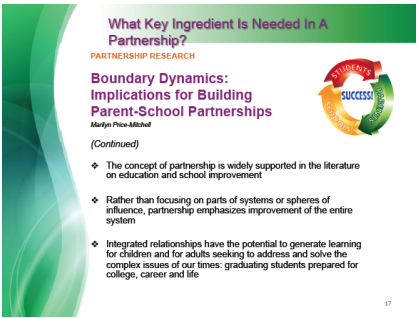

Supporting Materials

- Before you break the teams into small groups of 4-5, ask the session participants to line up by birthday starting with January and ending with December (count off groups of 5)
- These new groups will work together on the next activity
- **Display and review slide 14**
- Review each step with the audience
- Ask a participant to repeat the steps out-loud as a test to check understanding
- “The following protocol/process invites each participant to take their prior knowledge and the new information they learned from their partners in the room”
- “The objective is to build understanding of what partnership for student achievement looks like for all of us”
- “Because we share unique experiences and upbringings we might have similar or different perspectives of partnership”



- **Display and review slide 15**
- Now that your group has engaged in two exercises that explore the definition and understanding of partnership for student achievement, you will now lead them through two research-based texts
- The research based texts emphasize that in partnerships for student achievement there is an implied shared and



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	<p>equally value role of all partners</p>	
	<ul style="list-style-type: none"> • The first source is <i>Boundary Dynamics: Implications for Building Parent-School Partnerships</i> • Introduce the author • Display and review slide 16 	
	<ul style="list-style-type: none"> • Display and review slide 17 • To check for understanding ask 2-3 participants to recite what they are learning from the two slides: 16 and 17. 	
	<ul style="list-style-type: none"> • Display and review slide 18 • Introduce the author • “Partnership is a key ingredient that supports the goal of preparing all students for college and career” • “The following slides highlight the key ingredients that are essential to build partnerships for student achievement” • “Successful partnerships are based on a very important concept that the research defines as “trust” or “relational trust” • “The research findings from 	

Topic	Presentation Points	Supporting Materials
	<p>Anthony Bryk’s work has found that relational trust is one of the key ingredients to form partnerships for student achievement”</p> <ul style="list-style-type: none"> • “In particular, relational trust and strong parent-school partnerships are key ingredients for a school to improve its practices” • Guide them through each of the components that build trust, read their definitions and note that these are very important as everyone prepares to participate in the next two sessions that follow today’s session” <ul style="list-style-type: none"> ○ Respect: Respectful exchanges are marked by genuinely listening to what each person says and taking the views into account ○ Personal Regard: Springs from the willingness of participants to extend themselves beyond the job requirements ○ Competence in Responsibilities: School community members also want their interaction with others to produce desired outcomes ○ Personal Integrity: Integrity also demands that a moral-ethical perspective guides one’s work 	

Topic	Presentation Points	Supporting Materials
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- **Display and review slide 19**
- Complete the presentation by asking a participant to recite the quote in the slide

What Key Ingredient Is Needed In A Partnership?

Partnerships Based on Trust

Trust In Schools
A Core Resource for School Reform
Anthony S. Bryk & Barbara Schneider

"An interrelated set of mutual dependencies are embedded within the social exchanges in any school community. Regardless of how much formal power any given role has in a school community, all participants remain dependent on others to achieve desired outcomes and feel empowered by their efforts."

- **Display and review slide 20**
- Now that participants have gained greater understanding of partnerships for student achievement, the group will build their school site definition of partnership for student achievement

BUILDING A UNITED VISION FOR PARTNERSHIPS THAT SUPPORT STUDENT ACHIEVEMENT

- **Display and review slide 21**
- Review each bullet point with the audience
- Clarify that the Partnership Agreement will be posted in public spaces and will serve as a guide for the school community
- The next activity will guide the group through an exercise to finalize the group agreements, definition and examples of partnership
- "It will be up to all of you here today to carry this message to all other parents, teachers, administrators and support staff not here today"

BUILDING A UNITED VISION OF TRUST

School Definition of Partnership

- ◆ By the end of the session, all participants will work towards adopting a definition of partnerships for student achievement at _____
- ◆ We will produce a 1-page handout called a Partnership Agreement.
- ◆ The handout will include our definition of Partnership as well as examples of ways in which all adults will work towards building strong partnerships for student achievement

Topic


Presentation Points

Supporting Materials

- **Display and review slide 22**
- Review each step with the audience
- Ask a participant to repeat the steps out-loud as a test to check understanding
- “The following protocol/process invites each participant to edit their previous definition of partnership or keep it as you initially wrote it down”
- “On the second card write an example of ways in which we can all model a partnership for student achievement”
- Provide the group 5-7 minutes and circle around to see if any participants need assistance
- Once participants begin to complete their index cards make sure to post the:
 - Initial Group Agreement cards on a wall
 - Definition index cards on the second wall
 - Example cards on a third wall

BUILDING A UNITED VISION OF TRUST

School Definition of Trust



Step 1: Everyone gets 2 blank 4x6 index cards.

Step 2: Write down any edits or leave your existing definition of partnership

Step 3: On the 1st index card, write down your personal definition of partnership based on what you have learned today

Step 4: Write down one example of ways in which all adults will build partnerships for student achievement on the 2nd index card


Step 5: 5 Minutes to complete Steps 1-4

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- **Display and review slide 23**
- Review each step with the audience
- Ask a participant to repeat the steps as a test to check understanding
- Make sure to walk over to each wall and explain which color sticker resides on each wall
- **Facilitator Move:** Use three different colors of stickers so that participants can visualize where each of their 18 stickers

BUILDING A UNITED VISION OF TRUST

School Definition of Partnership



Step 1: Participants post their index cards on designated wall spaces next to the group agreements written earlier

Step 2: Participants will then receive 18 stickers: 6 for the group agreements, 6 for the partnership definitions and 6 for the examples of partnership

Step 3: Once all participants are ready, everyone is welcome to engage in a gallery walk to place their stickers on their top choices

The top 6 group agreements, definitions and examples of ways to build strong partnerships will be used to build our **Partnership Agreement**

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Topic	Presentation Points	Supporting Materials
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must be placed

- Once participants place all index cards on the designated walls, ask a volunteer or two to count the number of stickers received by each idea
- “As part of the process it is important to communicate that these ideas now belong to the school community. If your idea is not one of six statements that receive the most stickers please do not get upset. Realize that we value all opinions shared with the community”
- **Display and review slide 24**
- Invite a mix of representatives to bring together the statements that received the most stickers by using the Partnership Agreement template
- Ask the rest of the participants to take a 5-8 minute break

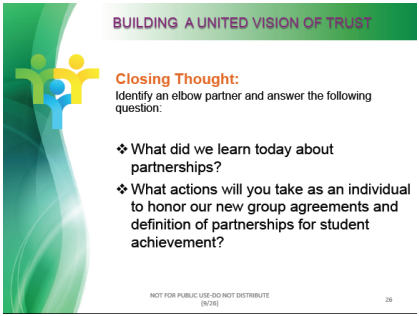


- **Display and review slide 25**



Topic	Presentation Points	Supporting Materials
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- **Display and review slide 26**
- Review each step with the audience
- Ask a participant to repeat the steps as a test to check understanding
- Provide a few minutes of reflection and ask participants to share their responses with their elbow partner



- **Display and review slide 27**
- “The Partnership Agreement that we built together will be placed in public meeting spaces. You can expect to receive copies of the document at our next meeting on: _____.”



- **Display and review slide 28**
- Insert any next steps that are relevant to this conversation; dates for any future meetings; and/or dates for a future needs review process

