

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!



## Module 2



# PARENT LEADERSHIP SERIES

## Getting it Done: How to have Effective, Efficient Meetings

Beatrice G. Fernández and Jeana Preston  
WEEAC Consultants  
Tuesday, September 14, 2021

Introduction to the work of  
the Western Education  
Equity Assistance Center  
WEEAC—Region VI

Frances B. Miller  
Principal Analyst  
WEEAC  
Metropolitan State  
University of Denver

- 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.



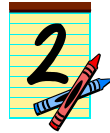
Western Educational **EQUITY** Assistance Center

# Agenda



## 1 Introductions

- Overview



## 2 The Value of Family Engagement



## 3 What is a Leader?



## 4 Types of Groups

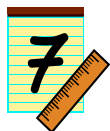


## 5 Roles and Responsibilities of Team Members

- Skills for Serving on Groups

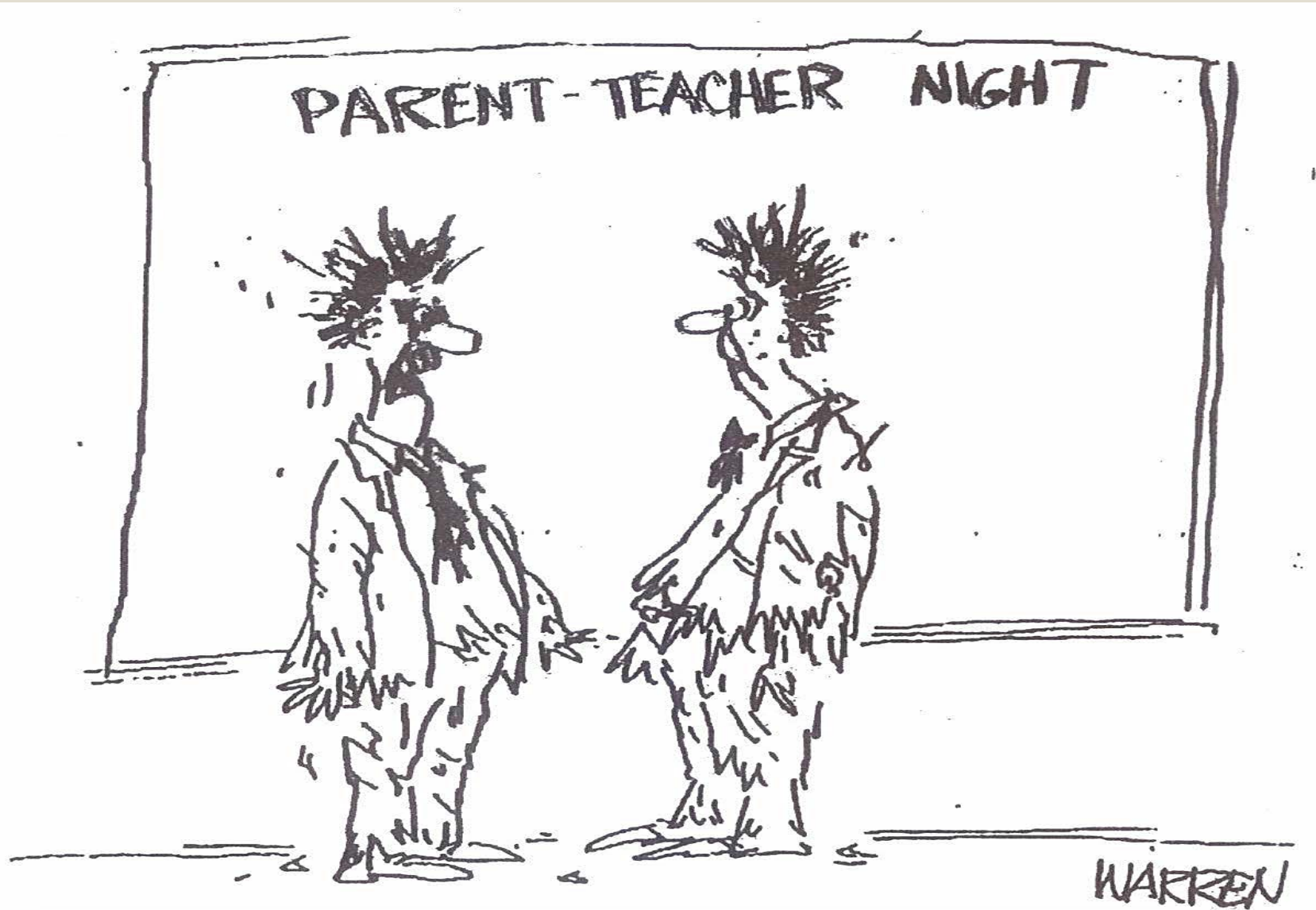


## 6 Tools for Efficient, Effective Meetings



## 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.

# TYPES OF PARENT INVOLVEMENT



## 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.

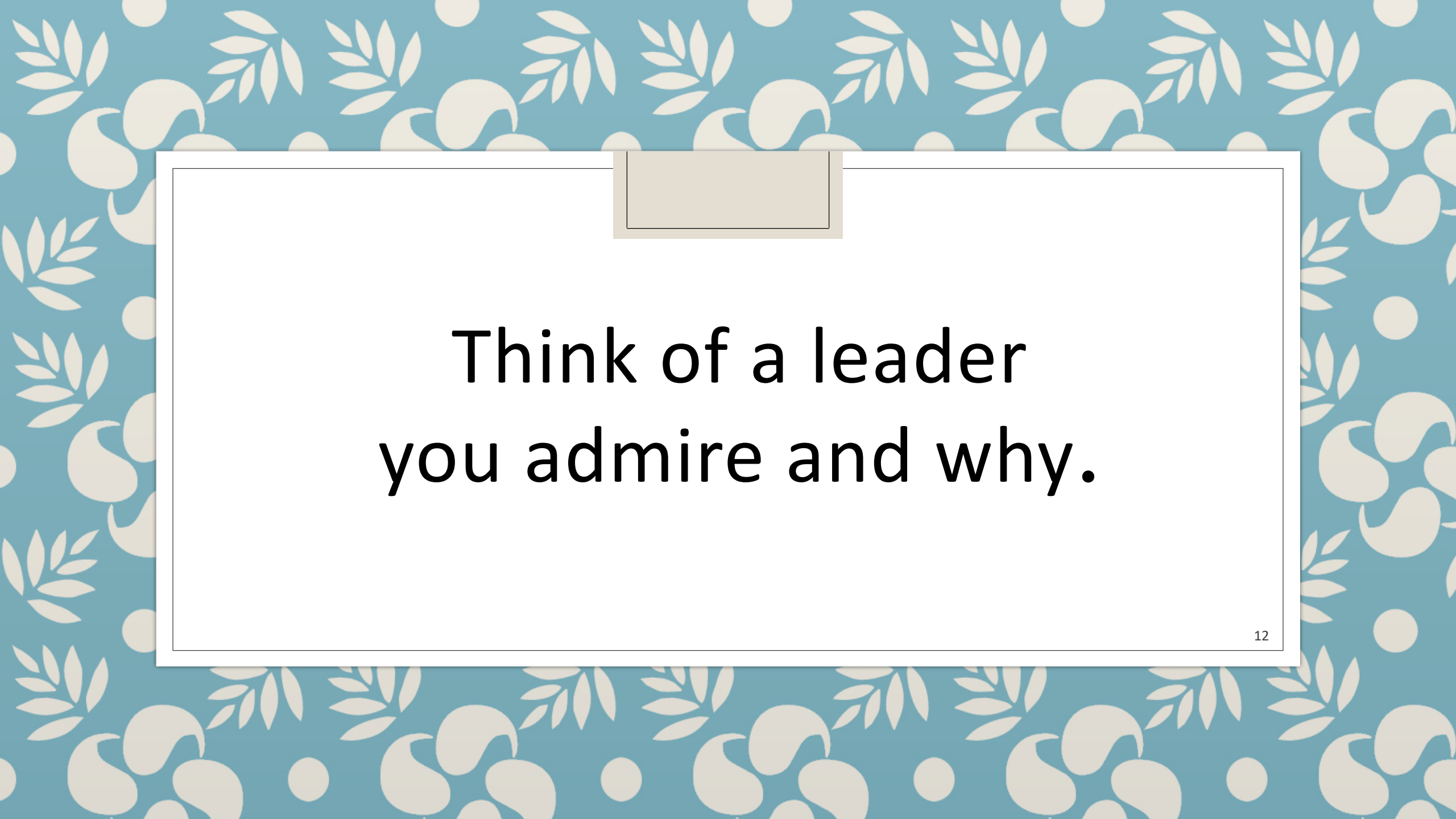
Lisa Haisha

## 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.


True Leaders Don't  
Create Followers  
They Create More  
Leaders





**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

LEADERSHIP  
IS ABOUT MAKING OTHERS  
**BETTER** AS A  
RESULT OF YOUR PRESENCE  
AND MAKING **SURE**  
THAT IMPACT LASTS IN YOUR  
**ABSENCE.**

# TOP Leadership Qualities



- 1. Integrity**
- 2. Dedication**
- 3. Humility**
- 4. Openness**
- 5. Respect**
- 6. Assertiveness**

## TOP Leadership Qualities



### 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)

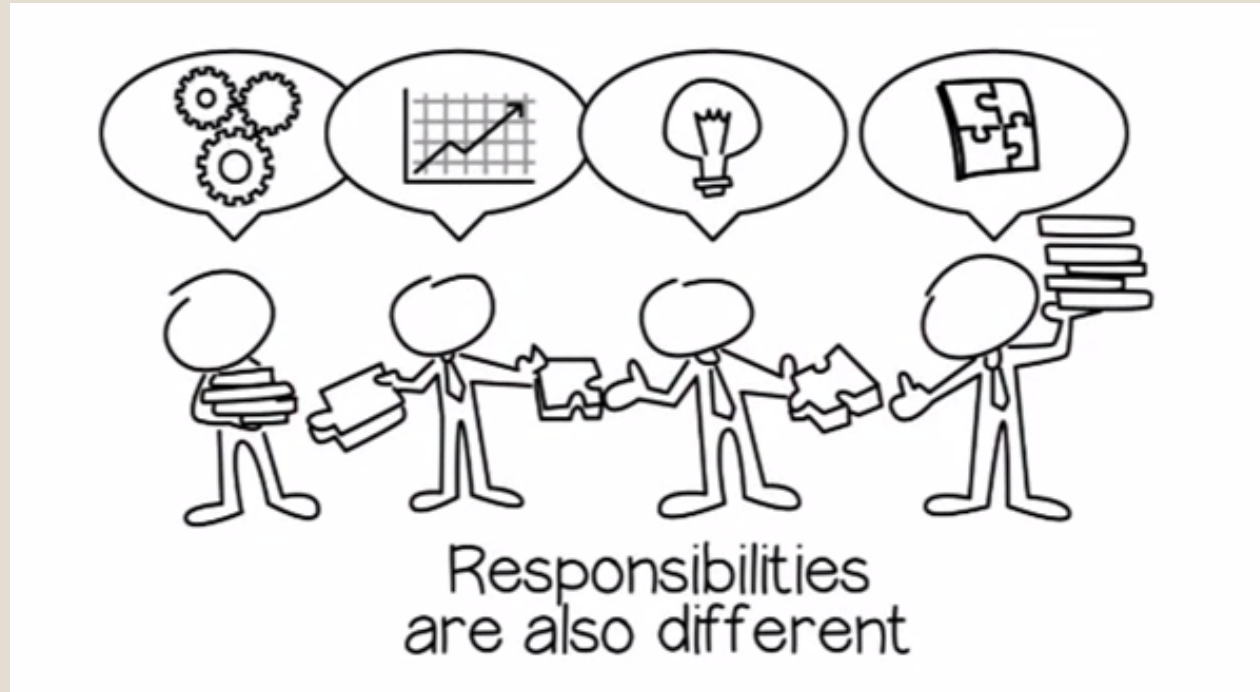


# Family Engagement Tree



# 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?



## 4 Ways to be Involved as a Team member

- ❖ **Inform:** Tell other group members what your team is doing.
- ❖ **Ask:** Raise questions when you need more information.
- ❖ **Communicate:** Share with the rest of 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?
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?
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8. How do others feel about it?
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10. Can we hear from some teachers on this issue?
11. How will this affect my child/our children?

## 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?
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?
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11. How will this affect my child/our children?

PLACE THE  
NUMBER IN THE  
CHAT BOX .





## **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.

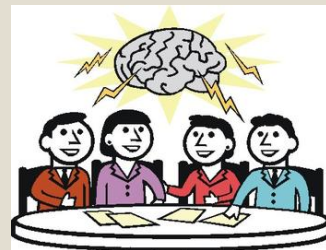
- 1. When participants bring up an issue not on the agenda and that does not fit the discussion, the facilitator can politely let the participant know that their idea is will be recorded in the “parking lot” on a flip chart or a list kept by another officer.**
- 2. The items listed will be referred to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

**Pages 27-32, English and Spanish**

## **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**

<b>School:</b>	
<b>Month:</b>	
<p><b>Meetings</b></p> 	<p><b>Special:</b></p> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p><b>School/District Activities</b></p> 	<p><b>Monthly:</b></p> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p><b>Ideas for Sharing Info with Other Parents/Families</b></p> 	<p><b>Weekly:</b></p> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____



## 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.



<https://bit.ly/Module2Certificate>





## Module 3

Getting it Done: How to Make Robert's Rules of Order Work for You

October 12, 2021

6:00 - 8:00 pm



## **PARENT LEADERSHIP SERIES**

### **Module 2**

# **Getting it Done: How to Have Effective, Efficient Meetings**

**September 14, 2021**



Western Educational **EQUITY** Assistance Center

# PARENT LEADERSHIP SERIES

## Module 2 - Agenda

September 14, 2021

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### Introductions

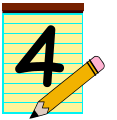
- Overview



### The Value of Family Engagement



### What is a Leader?



### Types of Groups

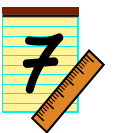


### Roles and Responsibilities of Team Members

- Skills for Serving on Groups



### Tools for Efficient, Effective Meetings



### Resources for Parent Leadership at Home

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*WEEAC Consultants: Beatrice G. Fernández and Jeana Preston*

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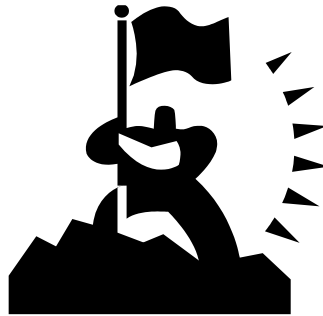


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- ❖ Demonstrate Better Social Skills
- ❖ Have Higher Self Esteem
- ❖ Adapt well to the school environment

W.H. Jeynes (2005), "A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Achievement."

# TOP Leadership Qualities



## 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

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# Your Role in Creating Efficient, 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. Are they correct?
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 to ensure everyone's language needs are met.
10. Handouts should be translated to build understanding.



## Tools for Conducting Efficient Meetings

1. **Agenda**
2. **Minutes**
3. **Follow-up**
4. **Time Management**



## 1. DAC/DELAC Agenda Format



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- Reflect on what was learned
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### 4. Time Management



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

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- Are meeting norms 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**

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

# Tools for Conducting Effective Meetings



## 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.
- The items listed will be referred to at the end of a meeting.
- A designated person (chair or 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.



## 2. 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:

### **Roundtable**

- Ideas in rotation around the room
- If a person has no idea, then PASS
- No evaluation, judgment or in-depth discussion
- One idea per turn
- Continue rotating until no more ideas are generated

### **Popcorn Style / Free Flow**

- Open forum
- Free Flow of ideas from all participants
- No evaluation, judgment or in-depth discussion
- Continue until no more Free Flow of ideas are generated



## 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**

<p><b>School:</b></p>	
<p><b>Month:</b></p>	
<p><b>Meetings</b></p> 	<p><i>Special:</i></p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><i>Monthly:</i></p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><i>Weekly:</i></p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>School/District Activities</b></p> 	<p><input checked="" type="checkbox"/> _____</p> <p><input checked="" type="checkbox"/> _____</p> <p><input checked="" type="checkbox"/> _____</p> <p><input checked="" type="checkbox"/> _____</p> <p><input checked="" type="checkbox"/> _____</p> <p><input checked="" type="checkbox"/> _____</p>
<p><b>Ideas for Sharing Info with Other Parents/Families</b></p> 	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>



## 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?**