

Beyond the Bake Sale
Group Jigsaw Activity
Chapter 4: Developing Relationships
How Can You Build Trust Instead of Blaming Each Other?

1. Read your group's assigned section independently and silently. As you are reading your section, highlight your 2 favorite sentences/phrases/ideas. (8-10 mins)
2. When your group has finished, discuss the main ideas as a group. (10 mins)
3. Read your special assignment below and incorporate answers to the questions posed into your Poster report.
4. Design a poster/or posters to represent the major points/ideas of your assigned section. You may use Words/Pictures/Symbols to represent any or all of the major ideas: Think: What ideas presented in our section would be the most valuable for the others to know and understand? How can we communicate it in an interesting way? (20 mins)
5. Be prepared to summarize the major learnings from your part to the entire group using the poster to guide you.
6. We will have a Quaker Reading of your highlighted sentences at the end of the activity.

1) Welcome All Families to Your School Community (pages 50-55):

Welcoming students and their families needs to be deliberate and routine. In your poster report and presentation include the various ideas presented on ways schools can create a sense of belonging. How can we clearly demonstrate that we care about students and their families? Be sure to share some of the information from the stories or points of view highlighted in the boxes as well.

2) Honor Families By Recognizing Their Strengths and Contributions (pages 55-60 top):

We need to meet parents where they are, not where we think they should be. In your poster report, include the various ways schools can routinely and deliberately recognize and validate family strengths and contributions. Don't skip reading the boxes—they offer wonderful little stories or points of view. Please act out the two parts from the *Honoring Families* chart on page 59 along with your poster report .

3) Honor Families (continued) A Teacher's Story (pages 60-65 top):

As part of your group's oral poster report please include why it is important to listen to parents and the various ways we can accentuate the positive and add value to traditional school-home, parent-teacher-student communications.

4) Connect with Families Through a Focus on the Children and Their Learning (pages 65-69):

Discuss and share ways of keeping the focus on educational achievement by looking at student work and establishing a sense of shared responsibility for success through home visits. Please take turns reading aloud to the group the 5 statements made by parents at the Holiday School that demonstrated a caring attitude by school staff.

5) Connect with Families (continued) Establish a Family Center (pages 70-74):

As part of your group's Poster report, include the purpose and benefits of having a family center. What kinds of activities build trust and knowledge? How does having a Family Center connect parents to their children's education? If your school or preschool programs have a Family Center, share one observable benefit for students and families you have seen as a direct result.

Beyond the Bake Sale
Group Jigsaw Activity
Chapter 5: Linking to Learning
How Will Involving Parents Improve Your Test Scores?

1. Read your group's assigned section independently and silently.
2. As you are reading your section, highlight your two favorite sentences/phrases/ideas.
3. When your group has finished, discuss the main ideas as a group.
4. Read your special assignment below and incorporate answers to the questions posed into your Poster report.
5. Design a poster/or posters to represent the major points/ideas of your assigned section. You may use Words/Pictures/Symbols to represent any or all of the major ideas: Think: What ideas presented in our section would be the most valuable for the others to know and understand? How can we communicate it in an interesting way?
6. Be prepared to summarize the major learnings from your part to the entire group using the poster to guide you. Your job is to help the others really understand your section.
7. We will have a Quaker Reading of your highlighted sentences at the end of the activity.

1) Helping Families Understand what's happening in the Classroom (pages 85-90):

The ways teachers teach and students learn has changed a lot in the past 20 years. How can we take advantage of parent and community members' curiosity and help them understand our work? In your poster report and presentation include the main ideas included in this section on demystifying instruction and learning through classroom visits, class meetings (including the back-to school-night class meeting), opening the classroom to Latino families, and preparing parents for working in the classroom.

2) Putting Student Work Front and Center (pages 92-95):

How transparent is your school? How can parents see what students are learning? In your poster report, include ways to highlight student work including ideas for exhibiting work at school events, using portfolios, and communicating regularly with families about learning. What are some questions to address when showing student work (p. 94)? What are some elements of Full-Circle conversations (p. 95).

3) School Newsletters • Family Learning Activities • Parent-Teacher & Student-Led Conferences • Prepare Parents to Ask about Academics (96-101)

As part of your group's oral poster report please include ways to add value to traditional activities at schools by deliberately and strategically linking them to learning.

4) Using Student Achievement Data to Design Programs for Families / Create a Family-School Compact for Achievement / Collaborating with Community Organizations (102-107):

Discuss and share ways for schools to keep the focus on student learning and development. Please highlight some of the differences in language between a traditional compact and a compact that is truly linked to student learning. What are some ways to coordinate with after-school programs?

Beyond the Bake Sale
Chapter 6: Addressing Differences
How Can You Deal with Issues of Race, Class and Culture?

1. Read your group's assigned section independently and silently.
2. In addition to your assigned section, **please look at the survey at the end of the chapter.**
3. As you are reading your section, highlight your two favorite sentences/phrases/ideas.
4. When your group has finished, discuss the main ideas as a group.
5. Read your group's assignment below and incorporate the answers into your Poster report.
6. Design poster/or posters to represent the major points/ideas of your assigned section. You may use Words/Pictures/Symbols to represent any or all of the major ideas: Think: What ideas presented in our section would be the most valuable for the others to know and understand? How can we communicate it in an interesting way?
7. Be prepared to summarize the major ideas from your part to the entire group using the poster to guide you. Your job is to help the others really understand your section.
8. We will have a Quaker Reading of your highlighted sentences at the end of the activity.

1. Improving Student Performance in Culturally Diverse Schools; Connecting Families' Cultures to What Students are Learning (pp. 116-122):

What does this part of the chapter recommend schools do to recognize, learn about, and affirm all cultures in the school?

What ideas are offered for connecting families' cultures to what students are learning?

Please be prepared to explain and share the following tools and story with the entire group as part of your presentation:

- Research Brief: How High-Performing Schools Engage Latino Families (p.116).
- Box: Cultural Competence: Relating to People of a Different Background (p. 121)
- Box: Kitchen Math Exchanges p. 122 (share this real-life example)

2. Working with Community Members and Groups to Connect Families and the School; Recognizing & Supporting Different Forms of Parent Involvement; Supporting Learning at Home; Addressing the Language Barrier (pp. 123-127):

What do the authors recommend in this section that is new and worth trying? Are any of your sites already implementing any of the ideas mentioned in this section? Be sure to explain and share the following tools and story with the entire group as part of your presentation:

- Box: Some Ways to Use the Information from a Homework Survey (p. 126 explain this list)
- Box: One Hundred Easy Phrases (p.127 share this bright idea—why didn't we think of it?)

3. Addressing Tensions and Bias; Using Power of School to Promote Positive Relations and Open Dialogue; Take Discussions of Race into the Classroom (pp. 128-134):

What ideas does this chapter offer us about ways to address racial tensions and bias? How can we initiate and conduct more open conversations about this traditionally "taboo" subject? Why should we bother? How can we involve the students?

- Take Discussions of Race into the Classroom (p. 132 - 4 suggestions —discuss)
- Chart: Who Are "Minorities" and "Immigrants"— and How Do They Feel About This Label? (p. 133-134 discuss)

4. Raising Expectations; Get to Know the Community and Identify Its Assets; Check it Out: Walking the Community (pp. 134-139):

Positive and negative teacher talk can become part of (and reflect) a schools' stream of beliefs.

Discuss ways the chapter offers to move it in a more positive direction and keep it there. Share one or two ideas from your own sites that have helped accomplish this.

- Tool #1: Attitude Check (**New**) (referred to on page 135--discuss)
- Box: Switching Places (p. 137 share this enlightening information)
- Box: Map Your Community Assets (p. 138 share this information)

5. Dealing with Class Differences; Responding to Unequal Resources; Make the Rules Together; Address Parent Group “Ins” and “Outs.” (pp. 139-145)

How do the authors suggest we deal with class inequities? What about resource inequities?

- Story: “The sting of remarks in the faculty rooms.” (p. 141- share this story and one or two connections from your group that it triggers)
- Box: What Help Would Families Like from the School? (p. 142 discuss—sound familiar?)
- Box: What Are the Hidden Rules of Your School? (p. 143 discuss)
- Box: Strategies PTA and other parent groups Use to Bridge Diversity (p.144 discuss)

Beyond the Bake Sale Book Study Activity
Chapter 7: Supporting Advocacy
How Can “Problem Parents” Become Partners You Can Work With?

1. Read your group’s assigned section independently and silently.
2. Read the special assignment below for your group. As you read your section, highlight your 2 favorite sentences/phrases/ideas.
3. When your group has finished reading, discuss the main ideas together.
4. Design a poster to represent the major ideas of your assigned section. You may use Words/Pictures/Symbols to represent any or all of the major ideas: Think: What ideas presented in our section would be the most valuable for the others to know and understand? How can we communicate it in an interesting way?
5. Be prepared to summarize the major ideas from your section to the entire group using your poster to guide you. Your job is to help the others really understand your section.
6. If time, we’ll have a Quaker Reading of your highlighted sentences at the end of the activity.
7. In addition to your assigned section, please look at the survey at the end of the chapter.

GROUP ASSIGNMENTS #1-3

1. Helping Families Understand and Use Advocacy to Resolve Problems (pp. 155-158)

- What does this part of the chapter recommend schools do to introduce families to the school?
- What ideas are offered for helping parents understand curriculum and state standards?
- **Read and share important points presented in the following chart and sidebar:**
 - ☑ Page 155: What's good advocacy? / What's over the line?
 - ☑ Page 158: What is a group of African American parents in Harlem doing to help all parents become more effective advocates?

2. Parents Need to Know How to Resolve Problems that their Children Are Having in School & Families Need Opportunities to Identify and Help Solve Problems That Affect Many or All Students (pp. 159-165)

- What three questions should your school's problem-solving process answer?
- What strategies are suggested to help parents see their child more clearly and help them at home?
- How does the RQP Program help parents acquire the skills they need to effective advocates and problem solvers?
- What has the Commonwealth Institute for Parent Leadership (CIPL) in Kentucky has done to prepare parent advocates? Describe the three parts to their framework on how to advocate for children and work effectively with educators and other parents.
- **Read and share important points presented in the following sidebar:**
 - ☑ Page 165: Wait a minute—What can we do about Pushy Parents?

3. Collaborate Closely with Parents & Programs That Promote Family Advocacy (pp. 165-172)

- What does advocacy require?
- Beyond parent teacher conferences, what can schools do to promote routine collaborations between staff members and students' families?
- What did Kansas City do?
- What three practices can action teams take to help families monitor their children's progress and keep them on track?
- **Read and share important points presented in the following sidebars:**
 - ☑ Page 166: How Can Schools Defend Themselves Against Unreasonable Demands?
 - ☑ Page 168: Preparing Parent Advocates to Focus on the Main Thing: *Achievement*

- Page 171: Creating Opportunities for Parents to Learn and Practice Advocacy Skills

GROUP ASSIGNMENTS #4-6

4. Give Families and Students Information and Support to Make Smooth Transitions (pp. 173-175)

- What causes a student's comfort level to drop?
- When are people most receptive to receiving information?
- What four goals should a well-designed transition program include?
- Describe some real examples of transition programs and practices?
- **Read and share important points presented in the following sidebars:**
 - Page 173: Parent Advocates Help Students Make the Transition to Middle School
 - Page 175: Support from Parents and Teachers Is Related to Higher Grades

5. Help Families Be Actively Involved in Setting Goals for Their Children's Future (pp. 176-179)

- When children enter the sixth grade, what three things do parents need to understand about admission to college?
- What examples does the book offer of how some schools can effectively help parents of sixth graders, eighth graders, and high schoolers get the information they need to understand college admission requirements?
- Aside from special activities, workshops and events, what six other opportunities does the book mention that schools can regularly offer parents, students, teachers and advisors to track progress and plan for the student's life after high school?
- **Read and share important points presented in the following sidebar:**
 - Page 177: College Planning Nights for Parents and Students

6. Moving Beyond Tracking (pp. 180-181)

- What happens when schools rigidly track students by ability? How does having parents as advocates influence this practice?
- Share what happened at Annandale High School when they decided to reject ability tracking and, instead, adopted an honors approach: students could qualify for advanced programs based on motivation and performance in class, not on test scores.
- Where do students spend most of their time? Who monitors this time? How does out of school time influence student performance?
- How does supporting parents as advocates help support healthier student behavior and foster success?

- **Read and share important points presented in the following sidebar:**
 - ☑ Page 180: Family Support Is Key to More Diversity in Advanced Classes

Beyond the Bake Sale
Chapter 8: Sharing Power
Who's in Charge Here Anyway?
(Pages 187-218)

1. We will read the introduction together 187-188 (summary below).
2. Read your group's assigned section independently and silently. Also read through the survey, *How Well is Your School Sharing Power and Practicing Democracy*" at the end of the chapter.
3. Read your special assignment below to see what questions to focus on and incorporate answers to into your Poster report.
4. As you are reading your section, highlight your 2 favorite sentences/phrases/ideas.
5. When your group has finished, discuss the main ideas as a group.
6. Design poster/or posters to represent the major points/ideas of your assigned section. You may use Words/Pictures/Symbols to represent any or all of the major ideas: Think: What ideas presented in our section would be the most valuable for the others to know and understand? How can we communicate it in an interesting way?
7. Be prepared to summarize the major ideas from your part to the entire group using the poster to guide you. Your job is to help the others really understand your section. **Does any of the information presented resonate with your site experience?** If so, please describe.
8. We will have a Quaker Reading of your highlighted sentences at the end of the activity.

Introduction: *To be serious about partnership, a school also must be serious about following democratic practices. Schools serve as "laboratories of democracy," and need to actively promote fairness and social justice. The best way to teach this is to demonstrate it daily in our schools by "practicing what we teach."*

1. Provide Workable Mechanisms for Teachers, Parents, and Students to Take Part in Decision Making (pp. 188-190)

- Partnership requires sharing power. We must see families as **partners**, not simply customers or clients. What do the authors recommend schools to do **FIRST** to begin the process of finding workable ways to share power among teachers, parents, and students?
- What are some widely used mechanisms that can foster democratic decision-making (if they are used genuinely)?

Share important points presented in the following Research Brief:

- Page 190: Research Brief: Strong School Councils Are Related to Gains in Reading Scores

2. Prepare Parents to Become Effective Members of Councils and Committees (pp. 190-193): Many advisory committees and school councils are not as effective as they could be.

- What 6 ideas do the authors suggest for schools to make committees and councils more effective?
- What 3 tips for demonstrating respect does Mary Lou Amato, a middle school principal from Los Angeles, offer us?
- Tell us what 5 steps the O'Hearn School uses to empower parents, honor their insights and harness their leadership skills?

Read and share important points presented in the following sidebar: Page 193: How did a parent member on an interview committee help the school find the right teacher for the job?

3. Build the Leadership Capacity of Parent Associations (pp. 193-195)

- What 5 ideas are presented to help existing PTO/PTAs develop into more effective and inclusive organizations?

Read and share important points presented in the following sidebar:

Page 194: Using two readers, share aloud the differences between a leadership-style parent organization and a traditional-style organization.

4. Create teams to take action (pp. 195-197)

- List and explain the components of an Action Team for Partnerships as defined by the National Network of Partnerships Schools. What does it do? What does it include? Who is on it? What does it assess? What does it create and write? How is it organized? How is it linked to learning?
- What is action research and what are some issues or problems that parents and school staff could study together?

5. Build a broad base of Involvement by Increasing Families' Connections to Others in the Community: Hearing from the Community, Parent Leadership Training; Building Families' Social Networks and Political Skills (pp. 200-204)

- What is social capital and why is it important for families to have? How will having it help their children?
- What are some ways to hear from the community and give families a voice?
- What are some differences between families' and educators' ideas for improving a school? (See chart p. 203)
- What are some ways to build families' social networks and political skills? Why is this important? (see chart p. 204)

I-D) Empowering Teachers and Parents to Do Action Research (196-197)

- Share the 6 steps of the parent Teacher Action Research process.
- Describe how using this process benefits parents and staff.
- Describe how it can be used to link students to community projects.

I-E) Creating Partnerships Through School-Family Compacts or Agreements (198-199) Compacts are required for Title 1 Schools under the NCLB and are a good idea for any school.

- List and explain what compacts should describe.
- What 3 steps should you take when developing an effective Compact?

Read and share important points presented in the following sidebar:

- Page 199: Using two readers, share aloud the differences between the *Do's and Don'ts* of a School-Family Compact.

Beyond the Bake Sale
Chapter 8: Sharing Power
Who's in Charge Here Anyway?
(Continued)

- 1) We will review the discussion from the last session.
- 2) Read your group's assigned section independently and silently.
- 3) Read your special assignment below to see what questions to focus on and incorporate answers to into your Poster report.
- 4) As you are reading your section, highlight your 2 favorite sentences/phrases/ideas.
- 5) When your group has finished, discuss the main ideas as a group.
- 6) Design poster/or posters to represent the major points/ideas of your assigned section. You may use Words/Pictures/Symbols to represent any or all of the major ideas: Think: What ideas presented in our section would be the most valuable for the others to know and understand? How can we communicate it in an interesting way? **How does the information presented resonate with your site experience?**
- 7) Be prepared to summarize the major ideas from your part to the entire group using the poster to guide you. Your job is to help the others really understand your section.
- 8) We will have a Quaker Reading of your highlighted sentences at the end of the activity.
- 9) In addition to your assigned section, please review the survey, *How Well is Your School Sharing Power and Practicing Democracy* at the end of the chapter.

Review of Introduction: *To be serious about partnership, a school also must be serious about following democratic practices. Schools serve as "laboratories of democracy," and need to actively promote fairness and social justice. The best way to teach this is to demonstrate it daily on our school campuses by "practicing what we teach."*

This requires 3 practices:

- I. Provide workable mechanisms for teachers, parents and students to voice their ideas and concerns and to take part in decision-making. (Explored on 11/13/08)
- II. Build a broad base of involvement by increasing families political knowledge and skills and their connections to the other parent and people in the community. (12/11/08)
- III. Strengthen families' links to community organizations and resources. (12/11/08)

II. Build a Broad Base of Involvement by Increasing Families' Connections to Others in the Community (200)

- Define social capital. How does it help our families and students?
- How can we increase it?
- What is political capital? Why is it important to have?
- What do most people need in order to engage in collective political action?

II-A) Hearing from the Community: Surveys, Focus Groups, Study Circles, and Organizing Campaigns (200-203)

- What 5 easy ways do the authors recommend for school leaders to find out what other people (staff, students, families, community members) are thinking and to communicate to others what is on their minds as well?
- Why are focus groups important? How would conducting them help an Action Team?
- Explain study circles and how they differ from focus groups.
- Describe community organizing groups and how they differ from the focus groups and study circles.

Read and share important points presented in the following chart:

- Page 203: Using two readers, share aloud the differences between the Reform Agenda of low-income families and the Reform Agenda of professional groups

II-B) Parent Leadership Training Programs (203-206)

Knowledge is power. Families are at a disadvantage if they are not familiar with the language, authority structure, and curriculum of the school. Schools need to promote family-school relationships that emphasize all families' strengths and assets.

- List some organizations that work to help level the playing field for families.

Read and share important points presented in the following sidebar:

- Page 204: Seven Ways to Build Families' Social Networks and Political Skills

- **Describe the Tellin' Stories Project: Whom does it work with? How does it start?**

What does it do?

Read and share important points presented in the following chart:

- Page 205-206: Using two readers, share aloud the differences between the Tellin' Stories Project assumptions about parent involvement and the Traditional assumptions about parent involvement

III. Strengthen Families Links with Community Organizations and Resources (206-207)

Introduction: Community partners can include: businesses, labor unions, hospitals, public housing projects, social service agencies, colleges/universities, churches/other faith-based organizations, museums, youth organizations, service clubs, activist groups, advocacy organizations (such as tenant groups) and legal service organizations.

Action teams (with input from students and parents) need to ensure that there is a good fit two-way fit between community partners and the school site by setting priorities and holding serious discussions with potential partners.

III-A) Opening the School to Serve the Community (207- 208)

Read and share important points presented in the following sidebar:

Page 207: Make your school a community center

- Explain why schools are an important resource in any neighborhood.

III-B) Drawing Community Resources Into the School (208-209)

- Describe the characteristics of a “full service” school.
- List some examples of the services that community agencies are providing in schools.
- Describe what one principal does to keep her aware of what is happening in her school’s neighborhood (page 209 and box on page 210).
- What 5 actions should your Action team consider in keeping aware of the needs in the community?

III-C) Welcoming Community Organizing for School Reform and Community Development (209-212)

- What is the goal of community organizers?

Describe what happened with the Logan Square Neighborhood Association (LSNA) in Chicago (I will get you started):

- LSNA helped parents to run for school council posts.
- Parents who succeeded then lobbied for new school construction and worked with others to develop a community-centered vision for the new schools.
- Next, they responded to parent interest in having more access to schools by creating the **Parent Mentor Program** (please pause here to describe this project to our class).
- The Parent Mentor Program led to LSNA helping to develop community learning centers at schools that offered classes of interest to parents ranging from ESL, citizenship, and GED prep to cultural skills such as dancing, quilting, and cooking.

- As a result, some parent leaders became interested in becoming teachers.
- LSNA then collaborated with CSU to develop a college-level program (taught out of the community learning centers located at the schools) to train residents to become bilingual teachers—which filled a need at the sites for more bilingual educators.
- Please continue this “This is the House that Jack Built” story for our class. Include the housing, literacy and health outcomes of the LSNA organizing effort.
- Please read aloud the quote from LSNA organizer Joanna Brown.
- Please share the conclusion offered by Harvard professor, Mark Warren’s, after studying the efforts of LSNA.

A Final Bit of Advice (212-213)

Share as a Read Aloud:

No one ever said democracy is efficient. Winston Churchill once called it the worst form of government in the world—except for all the others. Differences of opinion and potential conflict are a natural part of school life. People have strong views on matters that affect their children. In most disputes there are several possible points of agreement and compromise.

When a problem arises, openness about the matter from the start is usually the best approach. Attempts to cover up usually backfire. Don’t be reluctant to bring in an outside person to help resolve confusion or disagreement about a school issue or policy.

It takes time to hear from all concerned and arrive at a consensus or a solution, but we argue, and experience shows, that the time taken is worth it. People who are involved in making decisions tend to support those decisions. Their buy-in will sustain the work, and that saves a lot of effort in the long run.

In the next chapter, we will discuss how school districts can promote democracy in all schools in the system.

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