## ****INFORMING- Sharing or disseminating information with others who care about the issue****

**What information will be shared?**

While evaluating needs and listening to families consider the content of what you will share as you present, provide handouts, and invite partners.

**Who will receive the information?**

There is a wide range of information to share with families. Careful consideration should be given to how you gather and share information that best aligns with your learning targets, vital behaviors, and planned student outcomes.

**How will information be sent out in multiple formats? Are all media and social outlets being utilized?**

Each district has information sharing guidelines or preferences. When supporting families consider any allowable options and formats open to you and your partners. Make sure that you know protocols and obey those permissions and train your stakeholders groups to do the same.

**What role does data have in your work?** (school climate, district, and state level for example)(Manual page 25)

Finding and sharing qualitative and quantitative information is as important as anecdotal research you chose to use when communicating with families and partners.

**How will team members inform their circle of friends, family, and/or co-workers?** (Manual page 26)

Increasing the number of people sharing information outside meetings and in the community will strengthen messaging and awareness of the information.

**What data are you using to inform your community and partners?**

Using relevant and up-to-date data is important when building trust, having meaningful dialogue, and planning with a team.

**How could stakeholders benefit from developing and using an elevator speech?**

Consider the platform and partners that will maximize your team’s planned work as stakeholders use their influence and networks to share information.

**Is the information being shared in common language everyone understands?**

Putting together the important facts so everyone has correct information to share will assist everyone as they pass information onto their contacts.

**How is the research on family engagement helpful in communicating adaptive solutions or improving partnerships involving families?** (Manual pages 57-58)

Family engagement research is valuable to stakeholder teams as it points out the importance and necessity of family members as partners in order to optimize student success.

## NETWORKING- Asking others what they think about this issue and listening to what they say

What are questions you will need to ask stakeholders to discuss important issues?

What can you learn from parent responses using surveys?

What strategies do you use to record and share feedback with stakeholders?

How do you communicate the current district work so that it is included in the work you do with partners?

Do you have active committees working to address action steps and goals? (Manual page 44)

How could you use mapping to improve your work with partners? (Manual pages 44-45)

Are most of the stakeholders on your participant's list active? (LbC pages 70-72)

Why is having a common language important? (LbC pages 76-78)

Do you have concerns with asking stakeholders difficult questions in order to facilitate discussions around issues? (LbC pages 30)

How do you promote shared leadership in your work? (LbC pages 30)

What is your "process for reflection" on the work you will be doing with partners? (LbC pages 32)

# COLLABORATING- Engaging people in trying to do something of value and working together around the issue

Who else needs to be invited into the work? (LbC page 32)

What brainstorming tools do you utilize? (LbC page 32)

What immediate success could you and your partners plan for and celebrate? (Manual page 46)

What do you use to communicate progress to partners/families? (Manual page 46)

Is there a kickoff event that you will partner with to bring attention to an important issue related to your work? (Manual page 46)

Have you identified what parts of your work are technical? Adaptive? (Manual page 47)

What community or district campaign does your work most align with? (Manual page 48)

How will you collaborate and plan with partners to create a campaign promoting student success? (Manual page 49)

What kind of actions and engagement do you observe in your work? (LbC pages 88-90)

What kind of relationship will you need with partners and families to accomplish your goals? (LbC page 91)

Are you collaborating with others that care about the issues impacted by your work? (LbC pages 92-93)

# TRANSFORMING- Doing things the partnership way (leading by convening, working cross-stakeholder, sharing leadership, building consensus)

Are you and your partners motivating one another in your roles? (Manual page 50)

What are techniques you will use to delegate activities and share responsibilities with partners? (Manual page 50)

Do you have written action steps to help you reach your goals? (Manual page 51)

What strategies are in place to ensure shared ownership with partners and families? (Manual page 50)

What resources are available to you and your partners? (Manual page 50)

Are you keeping track of your planned work by using a timeline? (Manual page 50)

How will you ensure all partners walk away with a personal action plan after team meetings? (Manual page 50)

Do you have an action planning tool that works well for you and your partners? (Manual page 51)

Do you and your partners reflect on success stories in order to motivate action and promote success of your planned work? (Manual pages 52-56)