Learning Targets for this Activity (present these and the Pre questions at the beginning of the activity prior to discussion):

1. I can list four levels of engagement for my families and partners.
2. I can identify two evaluation processes that will improve my work with families or partners.

Pre Questions to access learning:

1. Select the four levels of engagement outlined in the Leading by Convening Framework (LbC)
   1. Informing, networking, partnership, collaborating
   2. Networking, partnerships, collaborating, mingling
   3. Informing, networking, collaborating, transforming
2. I will evaluate my work by utilizing one or more of the following: (Check all that apply)

\_\_\_Use tools or worksheet checking for PTA standards or authentic stakeholder engagement

\_\_\_Ask partners

\_\_\_Survey families

\_\_\_Review data

\_\_\_Action plan

\_\_\_Reflecting with a partner or another Parent Mentor

Post Questions to access learning:

1. Select the four levels of engagement outlined in the Leading by Convening Framework (LbC)
   1. Informing, networking, partnership, collaborating
   2. Networking, partnerships, collaborating, mingling
   3. Informing, networking, collaborating, transforming
2. I will evaluate my work by utilizing one or more of the following: (Check all that apply)

\_\_\_Use tools or worksheet checking for PTA standards or authentic stakeholder engagement

\_\_\_Ask partners

\_\_\_Survey families

\_\_\_Review data

\_\_\_Action plan

\_\_\_Reflecting with a partner or another Parent Mentor

**Region Activity to cover Quarter 3 Reporting**

Region Representative will lead the discussion to cover these areas:

1. Review all four levels of engagement while using the ASE Tool.
2. Self-reflection and evaluating your work: processes that support planning and reporting with partners and families.

Guiding questions to ask to cover the above areas:

You have an Authentic Stakeholder Engagement tool (point out tool). The tool includes the four levels of engagement that will assist us as we work with families and partners. Each area has questions we may ask ourselves through the year and as we evaluate our own work.

Today we will discuss a few questions together from each level. The hope is that we will continue to use the tool to assist in engaging others to get the work done in your district and community.

Today’s region activity will also model how you might introduce a helpful tool to your target families as we present learning targets, participate in a pre/post quiz, use the tool in our discussion, and then walk away with ideas to utilize the tool on our own over the next few months.

First, let’s review the learning targets. (Review)

Second, answer the pre-questions to gauge your current knowledge on a few of the topics we will cover today. (Give a few minutes to answer the two pre-questions)

Set your answers aside and let’s start our discussion on Authentic Stakeholder Engagement. We have a four page tool that we will use to look at four levels of engagement. Some of the questions on the tools have page numbers beside them that point us toward reading sections from either the C.A.F.E. Manual or the Leading by Convening (LbC) Framework. We won’t get to look at all those today so plan to take time to review the material later. Both, the Manual and LbC Framework, can be found on the Parent Mentor webpage. (Suggestion: Have a copy of the pages/material or webpage copies so that you can demonstrate going to the highlighted page numbers as you reflect on possible answers to the questions)

First area is INFORMING. That is the actions taken to **share or disseminate information with others who care about the issues being focused on. We play an important role in collecting, partnering, and sharing information and data in or districts, on teams, with families, and in the community. Let’s explore how this role in engaging others might be highlighted in your reporting of targeted work. (Open up discussion for the following questions)**

1. 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.

1. 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.

Second area is NETWORKING. This area describes the actions taken to ask other what they think about the issues be discussed and listening to what is shared on the issues. Sometimes we are setting up opportunities for these discussions, gathering information with surveys, sharing a parent’s perspective, and encouraging groups to include broader perspectives. Let’s explore some of the ways you have found networking to be an important part of your targeted work.

1. What can you learn from parent responses using surveys?

Every time a parent or family member responds orally or in writing, they are sharing a perspective that is valuable and useful in contributing to the engagement of themselves or others.

1. Do you have concerns with asking stakeholders difficult questions in order to facilitate discussions around issues? (LbC pages 30) Acknowledging that there will be some discomfort during dialogue around important issues will assist everyone as they build trust and listen to each other.

Third area of ensuring authentic engagement is COLLABORATING. This area includes engaging people in trying to do something of value and working together around an important issue. This important level will assist us not be the only one working toward solving issues that we are targeting. Let’s hear a few ideas of how you are collaborating with families and partners to insure work is accomplished.

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

Being a part of something already planned in the district or community will allow stakeholders an opportunity to support team efforts and build awareness for common concerns already being addressed.

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

Building trusting relationships is essential for effective collaboration when seeking shared leadership to reach goals.

Fourth area is TRANSFORMING. This level of engagement really highlights the partnerships that ensure work is happening across stakeholder, leadership is being shared, and that consensus is being built. As we find ourselves in this level we will observe the work being done, evaluated, and celebrated. Share some of your transforming stories or ideas.

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

Teams working to accomplish goals together will appreciate sharing the work with others rather than doing the work alone.

1. 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)

Keeping accurate records of accomplishments and ongoing action will benefit the team as they build awareness and request additional partner support.

Engaging families and partners is ongoing throughout our planning and implementation of targeted work. We might find ourselves at different levels with different groups or find that we are repeating levels through the year. Consider the many opportunities you might take to share the important work with families and partners to accomplish action steps and goals. Continue to reflect on questions from the tool as you answer reporting questions and evaluate your own work with partners or with each other.

Let’s go back to our post-questions and see if we covered what we needed to based on the learning targets. (Have everyone answer again the pre/post questions and compare their answers. Do a poll or collect answers to be able to share the data on the jot-form for reps to complete related to this activity)