

CHICAGO PUBLIC SCHOOLS



No Child Left Behind

Parent Community Partnership Program



Resources for Progressive School Leadership:
Preview Presentation
July 28, 2005

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Parent Development Initiatives

DePaul University Center for Urban Education

Preview

Progressive School Leaders

1. Identify priorities
2. Choose Objectives
3. Organize Action Plans
4. Communicate and Collaborate

Part 1: Inspiring Progress

“Never hesitate to take time to think.” The proverbs and sayings in this section are inspiring opportunities to think about your vital role in expanding possibilities for Chicago’s children.

Part 2: Goals and Action Plans

Illinois Learning Standards and Your School’s Progress—what do the standards mean and how can you support your school’s work to meet them? This section explains how the Illinois Learning Standards are guides to learning progress.

Presentación

Líderes de la Escuela Progresiva

1. Identifica Prioridades
2. Escoge Objetivos
3. Organiza Acciones
4. Logra los Estándares
5. Alcanza las Metas

Parte 1: Inspirando Progreso

“Nunca dudes en tomar tiempo para pensar.” Los proverbios y dichos en esta sección son oportunidades de inspiración para pensar acerca de tu vital participación en expandir posibilidades para los niños de Chicago.

Parte 2: Metas y Planes de Acción

Estándares de Aprendizaje de Illinois y el Progreso de tu Escuela—¿qué significan los estándares y cómo puedes apoyar el trabajo de tu escuela para lograrlos? Esta sección explica como los Estándares de Aprendizaje de Illinois son guías para el progreso de aprendizaje.

Part 1: Inspiring Progress

Inspirando Progreso



The Program includes two components: a School Leadership Institute and a Parent Development Program. During 2005-6, both components will emphasize two related outcomes: increased attendance and expanded literacy.

School Leadership Institute

School teams of representatives, including LSC, PAC, and other parent advisory groups, complete a four-session Institute focusing on principles of effective decision-making and monitoring to increase school progress. The Institute will result in action plans to expand literacy and to increase attendance.

Parent Development Program

The Parent Development Program will involve parents as leaders and as learners.

Learners: The program will enable schools to conduct workshops for parents on ways to expand children's motivation to learn and to increase students' literacy.

Leaders: Parent Workshop Facilitators will participate in an ongoing series of training sessions to prepare them to facilitate workshops for other parents.

The following sections preview both developments.

NCLB School Leadership Institute

The Leadership Institute will include four half-day workshops. It will be delivered over a four-week period, one workshop each week. Each Institute will involve leaders from six schools. The six schools will send a team of five representatives, including LSC, PAC, Bilingual, and other leadership groups and school administration.

The sessions will develop real action plans as participants learn principles of effective school leadership that they apply in two priority areas: attendance and literacy. The teams will organize ways to address challenges and involve parents actively in increasing school progress, applying the Epstein model and principles of effective school leadership. After each session, participants will share their plans with others at their school so that they make improvements in the plan and organize for action. After the Institute, NCLB Parent School Coordinators will follow up with schools so that there is ongoing momentum to implement the plans and principles developed through the Institute.

Leadership Institute Sessions

The first two sessions apply principles of school leadership to improving attendance.

Session 1: Working Collaboratively

Principle of School Leadership: Collaborate to achieve school-wide goals

Specific Application: How improve attendance through parent involvement

Outcome: Each team will make a plan based on strategies presented and analyzed during the session.

Session 2: Monitoring to Make Progress

Principle of School Leadership: Monitor to sustain progress

Specific Application: How to monitor attendance initiatives

Outcome: Each team will organize a system to monitor, sustain, and improve their attendance initiative.

The second two sessions apply principles of school leadership to improving literacy.

Session 3: Investing in Greater Literacy

Principle of School Leadership: Choose ways to use resources to build school capacity

Specific Application: How to use resources efficiently and directly involve parents in improving literacy.

Outcome: Each team will make plans to improve reading, vocabulary, and writing through using school funds to support effective reading practices at home and at school with a Parent Literacy Initiative

Session 4: School Improvement—Making Sure of Progress

Principle of School Leadership: Monitor to improve initiatives

Specific Application: How to assess and improve literacy initiatives

Outcome: Each team will establish an ongoing system to monitor, sustain, and improve initiatives.

Parent Development Program

This program is designed to increase parent involvement and support school progress in two areas: motivation and literacy.

The following chart lists the focus areas and topics of the workshops. School leaders will choose workshop topics that match their school's priorities. The NCLB Parent School Coordinators work with school administration and parent advisory groups to schedule the workshops and organize participation.

Motivation and Literacy Workshops

Motivating Student Progress	Increasing Student Achievement
1. Improving Student Attendance	1. Building Literacy: Vocabulary and Writing
2. Motivating Students	2. Improving Reading Achievement
3. Understanding Your Child	3. Expanding Study Skills
4. Helping Students Make Good Choices	4. Preparing for Tests

The workshops will be presented by individuals with expertise in the topics and will incorporate materials developed by universities.

Through a training program, Parent Workshop Facilitators will gain expertise in facilitating workshops in two focus areas. The DePaul Center for Urban Education will organize training for Parent Workshop Facilitators and also will provide on-site assistance and coaching in conjunction with workshop presentations. Twenty Parent Workshop Facilitators will complete the training program to facilitate workshops, ten for each focus area. The Parent Facilitator will assist at workshops and also will provide information about the Epstein model for parent involvement.

Meeting the High School Challenge

A team of individuals with substantial experience in violence reduction will provide workshops for high school parents on Reducing Violence and Aggression. Coordinated in conjunction with the Parent Motivation and literacy workshops, the high school challenge workshops are specially designed for parents of high school students.

Leadership for Progress

(Activity from Leadership Institute)

Progress starts with Progressive School Leaders who:

1. Identify priorities
2. Set a goal
3. Organize action
4. Communicate

The Path to Progress

Communication is essential to progress. "What I most regretted were my silences. My silences had not protected me. Your silences will not protect you."

Audre Lorde, Sister/Outsider

The Leadership Institute asks you to communicate collaboratively to share ideas and develop progressive plans for your school. Start by discussing the following parts of progress—which are most important to you?

1. Starts with hope...
2. Takes thinking ahead...
3. Focuses with goals...
4. Requires leadership...
5. Requires respect...
6. Requires commitment...
7. Requires communication...
8. Develops with cooperation and collaboration...
9. Requires work...
10. Overcomes obstacles...
11. Strengthens community...
12. Renews...
13. Builds competence...
14. Inspires more progress...
15. Expands possibilities...

Is this list complete?

Begin with Vision

Choose your favorite proverb or saying.

School Progress...

Starts with hope...

Where there is hope, there is life. Where there is life there is possibility, and where there is possibility, change can occur. Jesse Jackson

Donde hay esperanza, hay vida. Donde hay vida hay posibilidad, y donde hay posibilidad, un cambio puede ocurrir. Jesse Jackson.

Takes thinking ahead...

Never be afraid to sit awhile and think.
Lorraine Hansberry

Nunca temas sentarte un largo rato y pensar.
Lorraine Hansberry

Focuses with goals...

Education is the key to unlock the golden door of freedom. George Washington Carver

La educación es la llave para abrir la puerta dorada de la libertad. George Washington Carver

Requires leadership...

Give me leverage, and I will move the Earth.
(Greece)

Dame ventaja, y moveré la Tierra. (Griego)

Requires respect...

He who does not know one thing knows another. (Kenya)

Aquel que no sabe una cosa sabe otra.
(Kenya)

Requires commitment...

You must be the change you wish to see in the world. Mahatma Gandhi

Debes ser el cambio que deseas ver en el mundo. Mahatma Gandhi

Requires communication...

Lower your voice and strengthen your argument. (Lebanon)

Baja la voz y fortalece tu argumento. (Líbano)

Develops with cooperation and collaboration...

The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)

El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)

Part 2: Goals and Action Plans

Metas y Planes de Acción

<p>Literacy Goals and Standards If a student can read and write independently, there is no limit on what that student can learn. The Illinois State Board of Education has established five major goals for literacy.</p> <p>Get It Learning Goal 1: Read with understanding and fluency.</p> <p>Connect it Learning Goal 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>Communicate It Learning Goal 3: Write to communicate for a variety of purposes.</p> <p>Listen and Speak Clearly Learning Goal 4: Listen and speak effectively in a variety of situations.</p> <p>Read to Learn Learning Goal 5: Use the language arts to acquire, assess and communicate information.</p>	<p>Metas y Estándares de la Capacidad de Lectura y Escritura Si un estudiante puede leer y escribir independientemente, no hay límite en lo que puede aprender. El Illinois State Board of Education ha establecido cinco metas de capacidad de lectura y escritura.</p> <p>Entiéndelo Meta de Aprendizaje 1: Lee con comprensión y fluidez.</p> <p>Conéctalo Meta de Aprendizaje 2: Lee y comprende literatura representativa de varias sociedades, eras e ideas.</p> <p>Comunícalo Meta de Aprendizaje 3: Escribe para comunicar para una variedad de propósitos.</p> <p>Escucha y Habla Claramente Meta de Aprendizaje 4: Escucha y habla efectivamente en una variedad de situaciones.</p> <p>Lee y Aprende Meta de Aprendizaje 5: Utiliza el arte del lenguaje para adquirir, evaluar y comunicar información.</p>
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**Our Action Plan to Support Our School’s Progress to Reach Learning Goals
 Nuestro Plan de Acción para Apoyar el Progreso de Nuestra Escuela para
 Alcanzar las Metas de Aprendizaje**

1. Set a realistic goal Establece una meta realista

2. Make a practical plan—keep it simple, Smarty.
 Haz un plan práctico—mantenlo simple, Listo.

Who	Will do What	When
Quien	Hará Eso	Cuando

3. Communicate the plan. *How we’ll share this plan for progress.*
 Comunica el plan. *Como compartiré el progreso de este plan.*

4. Monitor the plan. Monitorea el plan.

5. Recognize the progress. Reconoce el progreso.

Our Action Plan to Support Our School’s Progress to Reach Learning Goals
Nuestro Plan de Acción para Apoyar el Progreso de Nuestra Escuela para
Alcanzar las Metas de Aprendizaje

1. Set a realistic goal Establece una meta realista
Students at every grade learn ten important topic words every week.
2. Make a practical plan—keep it simple, Smarty.
 Haz un plan práctico—mantenlo simple, Listo.

Who Quien	Will do What Hará Eso	When Cuando
Teachers	1. Send a list of topic words home each week. 2. Show students 2 activities to do with the words: draw them; write with them.	Mondays
Parents	Help children work with the words: <ul style="list-style-type: none"> • Label a box a “word bank” • Keep the words and drawings in it. • Play matching games with the words. • Help children write with the words. • Add more words that children hear or read. 	Mondays and two other days each week.
Students	Take the words of the week home. Draw pictures of what they mean. Put them into a box—their “word bank”. Write with the words. Add more words to their word bank. Bring their “added” words to class to add to the class word bank.	At least three times each week.

3. Communicate the plan. *How we’ll share this plan for progress.*
 Comunica el plan. *Como compartiré el progreso de este plan.*
 Ask teachers to take turns making the Word lists.
 Ask students to write a note about this to their families.
 Principal sends a letter home to all parents explaining Words of the Week.
4. Monitor the plan. Monitorea el plan.
Keep score—how many words has each class added? How many for the school?
5. Recognize the progress. Reconoce el progreso.
Make a school Word Wall—favorite words and pictures for each grade.
Give each classroom a word book or game each quarter—a picture dictionary, a glossary, Boggle, Scrabble, Pictionary. Crossword puzzle book.

Word Bank: Plants

Here are some of the terms students need to know about plants.

Choose the words that your students will learn.

Students can add more words they find by reading and talking about these topics.

Basics	Classify	Changes	Environment	Careers
stem • tronco	deciduous • caduco	life cycle • ciclo de vida	soil • tierra	botanist • botánico
leaf • hoja	conifer • conífera	germination • germinación	moisture • humedad	horticulturist • horticultura
root • raíz	perennial • perenne	season • temporada	temperature • temperatura	landscaper • paisajista
garden • jardín	annual • anual	seedling • plantón	light • luz	flower store worker • trabajador en tienda de flores
leaf • hoja	producer • productor	flowering • floreciente	rainfall • aguacero	gardener • jardinero
flower • flores	decomposer • descompuesto	pollination • polinización	climate • clima	
pistil • estambre		fruiting • frucción	tropical • tropical	
fruit • fruta		photosynthesis • fotosíntesis	temperate • moderado	
seed • semilla		growth • crecimiento		
ground • tierra		bloom • florecimiento		
water • agua				

More Resources: <http://teacher.depaul.edu>

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Word Bank: Civics

Here are some of the terms students need to know about civics.

Choose the words that your students will learn.

Students can add more words they find by reading and talking about these topics.

Progress	Citizen	Government	Law	Community	Decision
change = <i>cambio</i> future = <i>futuro</i> progress = <i>progreso</i> agreement = <i>consenso</i> vision = <i>visión</i> influence = <i>influencia</i> cause = <i>causa</i> effect = <i>efecto</i> resolution = <i>resolución</i> stage = <i>plano</i>	responsibility = <i>responsabilidad</i> rights = <i>derechos</i> compromise = <i>compromiso</i> dedication = <i>dedicación</i> tenacity = <i>tenacidad</i> register = <i>registro</i> freedom = <i>libertad</i> person = <i>individuo</i> grant power = <i>conferir poder</i>	system = <i>sistema</i> executive = <i>ejecutivo</i> judiciary = <i>judicial</i> legislative = <i>legislativo</i> democracy = <i>democracia</i> power = <i>poder</i> election = <i>elección</i> city = <i>ciudad</i> district = <i>distrito</i> county = <i>condado</i> state = <i>estado</i> nation = <i>nación</i>	justice = <i>justicia</i> injustice = <i>injusticia</i> conflict = <i>conflicto</i> constitution = <i>constitución</i> legislator = <i>legislador</i> apply = <i>aplicar</i> consequences = <i>consecuencias</i> reasons = <i>razones</i> formerly = <i>precedente</i> court = <i>corte</i>	collaboration = <i>colaboración</i> dependance = <i>dependencia</i> diversity = <i>diversidad</i> communication = <i>comunicación</i> cooperation = <i>cooperación</i> connection = <i>conexión</i> agreement = <i>acuerdo</i> obtain power = <i>tener poder</i>	vote = <i>voto</i> elected = <i>electo</i> politics = <i>política</i> alternatives = <i>alternativas</i> benefits = <i>beneficios</i> consequences = <i>consecuencias</i> participation = <i>participación</i> values = <i>valores</i> decisions = <i>decisión</i> opinion = <i>opinión</i> discussion = <i>discusión</i> matter = <i>asunto</i> problem = <i>problema</i> opinion polls = <i>encuesta</i> priority = <i>prioridad</i> obstacle = <i>obstacle</i> evaluate = <i>evaluate</i>

More Resources: <http://teacher.depaul.edu> Polk Bros. Foundation Teacher Leadership Network DePaul Center for Urban Education ©2004

WORD BANK

ILS 1A Competence: explain and use vocabulary about a topic.

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that restates or translates this word.

Use these words to write about this topic.

BANCO DE PALABRAS

ILS1A I can identify words that are important to a topic.

TEMA: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.	Escribe otra palabra que describa o traduzca esta palabra

Utiliza estas palabras para escribir acerca de este tema.

Polk Poem Builder

Developed through the Teacher Leadership Network, sponsored by the Polk Bros. Foundation
ILS3C Competence: Can write about a topic in a variety of formats.

Topic _____

- ✓ List words that are part of explaining the topic.
- ✓ Draw a picture or diagram of what you think about this topic. Then write your poem.

Words

Picture/Diagram



POEM

Poets think more!

Creador de Poemas de Polk

Developed through the Teacher Leadership Network, sponsored by the Polk Bros. Foundation

ILS3C Competence: Can write about a topic in a variety of formats.

Tema _____

- ✓ Haz una lista de palabras que sean parte de la explicación del tema.
- ✓ Haz un dibujo o diagrama de lo que piensas acerca de este tema. Después escribe tu poema.

Palabra

Dibujo/Diagrama



POEMA

¡Los poetas piensan más!

Your Plans

