

Handout 2

Activity: Effective Practices in Building School-Parent Partnerships That Support Positive Student Outcomes.

Activity Description: See graphic organizer on Page 2 of this activity. The organizer includes real-life parent scenarios and principals' actions that can lead to distrust. The scenarios cover three of the six principles from this module. Identify how the principal's actions in each scenario may lead to counterproductive ends and then identify positive, productive alternative action(s) that develop trust.

Activity Directions:

- Find a partner with whom to work.
- Think about each scenario and the counterproductive action in response to the situation.
- Brainstorm with your partner regarding ways to develop parents' trust and willingness.
- Record your responses in the spaces below.
- Spend a few minutes sharing your ideas with the larger group.

Scenario 1

Scenario 2

Scenario 3

Creating Partnerships Through Trust-Building

Partnership Principal and Practice	Scenario	Response Leading to Distrust	Alternative Way of Addressing
Respect: Support Cultural Diversity	A student expresses a desire to learn Spanish, and her mother advocates for her inclusion in her school's Spanish class. The Spanish teacher asserts that learning two languages may be confusing for the student.	The principal explains to the parent that she should focus on her own language.	
Equality: Foster Parent Empowerment	At the beginning of each school year, a principal invites parents to join the school's advisory committee. A number of new foster families move into the district mid year.	The principal decides to maintain the same number of advisory committee members and wait until the following school year to invite new members.	
Advocacy: Practice Fairness and Professionalism	For months, a student responds well to several brief, planned breaks during math instruction. A new math teacher is assigned to her classroom and feels that these breaks are no longer necessary and may interfere with the student's learning.	Without consulting the parents or other IEP team members, the principal allows the teacher to decrease the frequency of the student's breaks.	

This information was adapted from Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015, p. 295.