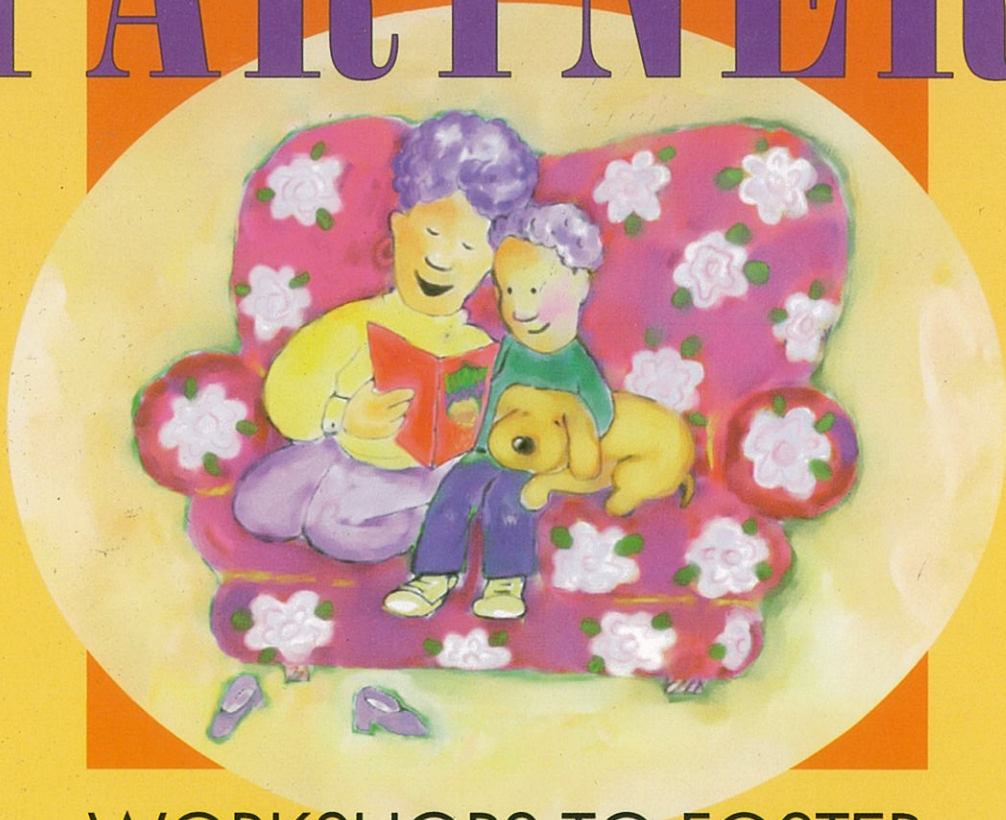


PARENT PARTNERS



WORKSHOPS TO FOSTER
SCHOOL/HOME/FAMILY
PARTNERSHIPS

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Session 1

What You Need

To prepare the materials:

- 1 large-tipped marker
- 1 paper cutter or a pair of scissors

For the presenter:

- 1 each of the following overhead transparencies (masters on pages 39–45):
 - 1. Barriers to Parent Involvement
 - 2. Less Significant Factors
 - 3. Most Significant Factors
 - 4. Schooling vs. Education
 - 5. Home/School Venn Diagram
 - 6. Characteristics of Parenting that Promote Academic Success
 - 7. Three Common Parenting Styles
- overhead projector
- blank overhead transparencies and an overhead pen or 1 large-tipped marker, butcher paper, and masking tape
- extension cord (optional)

For each participant:

- 1 of the following on-table handout:
 - How Parents Make a Difference (master on page 46)
- 1 of each of the following take-home handouts:
 - 1. What Parents Can Do to Make a Difference (master on pages 47–48)
 - 2. 20 Ways to Support Your Children and Their School (master on pages 49–51)
 - 3. Four Common Ways Parents Discourage their Children (master on pages 52–53)
 - 4. Turning Discouragement into Encouragement (master on pages 54–58)
 - 5. Building a Strong Math/Science Foundation at Home (master on pages 59–62)
 - 6. Characteristics of Parenting that Promote Academic Success (master on page 63)
 - 7. Recommended Family Education Programs (master on page 64)
 - 8. Session 1: Research References (master on pages 65–66)

For each group of 4–6 participants:

- 1 legal-size envelope
- 1 set of action/research strips (see Getting Ready #3; two-sided masters on pages 29–38)
- 1 large piece of paper (approximately 2' x 3') to make Venn diagram (Note: a sheet of chart paper, a piece of butcher paper, or about six 8½" x 11" sheets of paper taped together will work. The exact size does not matter.)

Session 2

What You Need

For the presenter:

- 1 each of the following overhead transparencies (masters on pages 95–105):
 - 1. Goals for the Session
 - 2. Structured Activity
 - 3. Open-ended Exploration
 - 4. Read and Answer Activity
 - 5. Problem-solving Challenge
 - 6. Overview of Teaching Approaches
 - 7. Which Teaching Approaches are Best
 - 8. Consider the Goals of the Lesson
 - 9. Reasons Why a Teacher Might Choose a Particular Approach or Sequence of Approaches
 - 10. How Students Learn Best
 - 11. Multiple Intelligences
- overhead projector
- blank overhead transparency
- overhead transparency pen
- extension cord (optional)
- 1 vial of PSA (see Getting Ready for information on where to obtain PSA)
- 1 pint-sized container of sugar
- 1 pint-sized container of salt
- 1 quart-sized pitcher (for mixing solutions)
- 1 mixing spoon
- masking tape
- indelible “sharpie” marker for writing on masking tape
- 1 dishtub
- 2 sponges (or paper towels)
- 2 cafeteria trays (or cookie sheets) to carry materials to tables

For each participant:

- 1 of the following on-table handout:
 - Learning Memories (master on page 106)
- 1 of each of the following in-session handouts:
 - 1. Information about PSA (master on page 90)
 - 2. Questions to Answer on PSA (master on page 91)
 - 3. Multiple Intelligences Inventory for Adults (master on pages 92–93)
- 1 of each of the following take-home handouts:
 - 1. How Students Learn Best (master on page 107)
 - 2. Sample Questions to Encourage Learning/The Art of the Question (masters on pages 108 and 109)
 - 3. What Are “Multiple Intelligences?” (master on pages 110–111)
 - 4. Multiple Intelligences and Your Children (master on page 112)
 - 5. Assessing Your Children’s Learning Habits (master on pages 113–114)
 - 6. Session 2: Research References (master on pages 115–117)

For each group of 4–6 participants:

- 1 small plastic or paper plate (6"–8") preferably a color other than white (so the white powder will be easy to see on the plate)
- 3 cups (10 oz. flexible “Solo” brand plastic cups work well)
- 4 medicine droppers (or homemade drinking straw droppers)
- 4 stir sticks (wooden coffee stirrers, popsicle sticks, or drinking straws cut in half; one end cut at an angle to probe the gelled PSA)
- 1 Debrief Card (master on page 94)
- 1 cafeteria tray (or cookie sheet)

Session 3

What You Need

For the presenter:

- 12 beans or other small counters
(large lima beans, cubes, or chips work well as counters)
- 2 dice
- 1 each of the following overhead transparencies
(masters on pages 150–168):
 - 1. Goals for the Session
 - 2. Current Practice and Understanding
 - 3. Relationship between Assessment/Instruction/Curriculum
 - 4. Multiple Purposes of Assessment
 - 5. Horse Race Game Board
 - 6. Class Graph
 - 7. Keeping Track
 - 8. How Many Ways?
 - 9. blank Horse Race Quiz
 - 10. blank Letter to a Jockey
 - 11. Analyze Two Kinds of Student Work
 - 12. Letter to a Jockey Scoring Guide
 - 13. Criterion-referenced vs. Norm-referenced
 - 14. Sample Student Rubric
 - 15. Full Range of Learning
 - 16. Bring a Critical Sense to What You Read in the News
 - 17. Standards-Based Reform
 - 18. Why It's Not So Simple
 - 19. New Challenges Schools Face
- overhead projector
- extension cord (optional)
- 1 large-tipped marker
- 1 sheet of butcher paper or large graph paper
- masking tape
- several sheets of self adhesive ("sticky") dots
(approximately 1/2" in diameter)

For each pair of participants:

- 2 dice
- 1 Horse Race Game Board (master on page 154)
- 12 beans or other small counters
- 1 plastic bag or other small container for the counters

For each group of 4–6 participants:

- 2 manila folders
- 2 sets of student work: 1 set of the Horse Race Quiz student work (masters on pages 142–145) and 1 set of the Letter to a Jockey student work (masters on pages 146–149)

For each participant:

- 1 of the following on-table handout:
 - Two Kinds of Tests (master on page 169)
- 1 of each of the following take-home handouts:
 - 1. Ways to Help Your Child Achieve High Standards for his/her Work (master on pages 170–172)
 - 2. Don't Believe Everything You Read in the News (master on pages 173–174)
 - 3. Assessing Your Coaching Skills (master on page 175)
 - 4. Test-Taking (master on pages 176–178)
 - 5. Session 3: Research References (master on pages 179–181)