

What Do Facilitators Do?

District facilitators help schools set a course, stay on course, reach their goals, share ideas with each other, and continue their plans and programs of partnerships. Facilitators are essential for helping all schools improve their partnership programs, reach all families, and continue to build knowledge and skills over time. Effective facilitators conduct some or all of the following activities.¹

- Help each school establish an Action Team for Partnerships (ATP).
- Provide training to ATPs to help them understand the framework of the six types of involvement and how to apply the framework to reach specific school improvement goals, such as improving attendance, achievement, behavior, and a school climate of partnership.
- Guide each ATP to use the framework to write a goal-linked *One-Year Action Plan for Partnerships*.
- Help ATPs focus on meeting specific challenges to engage all families and to increase the success of their practices of partnership.
- Help schools' ATPs assess the results of their practices of partnership by assessing how each activity worked (see pp. 348–359 and *Handbook CD*) and in annual evaluations of program qualities and progress.
- Meet with or contact ATP leaders and team members at least once a month.
- Conduct quarterly cluster meetings for small groups of ATP chairs or co-chairs to share best practices and to discuss problems and solutions.
- Meet with principals at the start of the school year to clarify how the district facilitator will assist the school and how the principal will support the work of the ATP.
- Conduct an end-of-year celebration with all schools' ATPs to share best practices, discuss and solve challenges, and continue planning for the next school year.
- Conduct other activities that assist ATPs with their work, such as presentations to teachers, parents, the School Improvement Team, and others.

Facilitators also conduct district-level meetings and presentations. They may

- Meet with district administrators to discuss their expectations for the district's culture of partnerships and clarify how they will encourage principals to support the work of their school-based ATPs.
- Make presentations to groups of principals, administrators, the school board, other district leaders, parents, or other groups interested in improving partnerships.

1. Note: The *Lead and Succeed* inventory shares about 50 leadership and facilitative activities that district leaders might conduct in their locations. No one is expected to conduct all 50 activities. *What Do Facilitators Do?* lists 10 essential actions that have been shown to help ATPs begin to build site-specific goal-linked partnership programs. Leaders for partnerships may make other choices, but should maintain a focus on helping every school work well with its own students' families.

online
resources

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