Toolkit of Resources for Engaging Parents and Community as Partners in Education

Part I: Building an Understanding of Family and Community Engagement

REL PACIFIC

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OVERVIEW OF THE TOOLKIT OF RESOURCES FOR ENGAGING PARENTS AND COMMUNITY AS PARTNERS IN EDUCATION

The *Toolkit of Resources for Engaging Parents and Community as Partners in Education* is designed to guide school staff in strengthening partnerships with families and community members to support student learning. The Regional Education Laboratory for the Pacific (REL Pacific) developed the toolkit in response to a request from the Guam Alliance for Family and Community Engagement in Education, whose members include K-12 school staff and college faculty who work with K-12 schools. This toolkit offers an integrated approach to family[1] and community engagement, bringing together research, promising practices, and a wide range of useful tools and resources with explanations and directions for using them.

In this Toolkit, we define family and community engagement as an overarching approach for building relationships with families that support family well-being, strong parent–child relationships, and ongoing learning and development of children. This definition encompasses other existing definitions (e.g., No Child Left Behind Act, 2001) and emphasizes the importance of school staff working as partners with families to support students in multiple ways.

Description of the Toolkit Contents

Research provides more than 40 years of steadily accumulating evidence that family engagement is one of the strongest predictors of children's school success (Weiss, Bouffard, Bridglall, & Gordon, 2009). Although there is no single study that makes a definitive case for the impact of family involvement, this accumulated body of evidence links student achievement to specific family involvement activities (California Department of Education, 2011).

This toolkit, which is presented in four parts, includes information and tools that reflect these activities (see Appendix A for an explanation of tool selection). Each tool is introduced with a cover sheet that includes the purpose of the tool; the intended outcome of using the tool, the materials and time needed to use the tool; whether the tool is best used with individuals, small groups, or large groups; the tool type (see Appendix B for a description of the tool types), and the audience for the tool. Brief descriptions of the four parts of the Toolkit follow.

- **Part 1: Building an Understanding of Family and Community Engagement**
  Part 1 includes tools that help school staff build awareness of how their beliefs and assumptions about family and community engagement influence their interactions with families and how the demographic characteristics of the families served by Guam schools can provide information about what might support or hinder family engagement with schools.

- **Part 2: Building a Cultural Bridge**
  The tools in Part 2 focus on tapping into the strengths of families and community members and helping families to establish active roles within the school community in support of student learning.

- **Part 3: Building Trusting Relationships with Families and Community Through Effective Communication**
  Part 3 tools focus on cross-cultural and two-way communication as ways to enhance family and community engagement.

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[1] The terms *parent* and *family* are used interchangeably throughout this Toolkit. These terms are inclusive of mother, father, aunties, uncles, grandparents, cousins, and any influential adult or family member involved in children's lives. The term *school community* is inclusive of the people that comprise the school community – staff, families, local businesses, churches, organizations, and agencies.

- **Part 4: Engaging all in Data Conversations**
  The tools in Part 4 help school staff understand what data is important to share with families and community members and how to share such data.

Each part can stand alone or be used in conjunction with the other parts for a more comprehensive approach to family and community engagement, depending on the varying needs of the staff and school community.

INTRODUCTION TO PART I:
BUILDING AN UNDERSTANDING OF FAMILY AND COMMUNITY ENGAGEMENT

Enhancing family and community engagement in schools is about building relationships between school staff and families and community members. Family and community engagement is not a "one and done" activity. It is an ongoing process of meaningful interaction between schools and families that involves two-way communication and a purposeful focus on support of student learning.

There are a number of barriers to family and community engagement that pose challenges for Pacific Island educators (Onikama, Hammond, & Koki, 1998). These include:

- lack of a clear definition of family involvement,
- cultural barriers (e.g., language differences, religious priorities, misconceptions about schools, generational differences in acculturation), and
- teachers' beliefs and attitudes.

Barriers also can arise if families have not been exposed to the practices, experiences, and beliefs that are validated by the school culture (Gordon, Rollock, & Miller, 1990). For example, school personnel might assume that all parents are familiar with school grading practices, curriculum standards, the value placed on parent-teacher conferences, the methods schools use to communicate with parents (e.g., newsletters, daily folders), or attendance policies. If parents are not aware of these practices, they may need help navigating the system, view their involvement as unimportant (Gordon, 2005), or choose not to participate in family engagement activities.

Description of Part 1 Sections

Part 1 of the Toolkit has four sections which together focus on ideas that form the foundation of an approach to family and community engagement that encourages and supports student learning. They help school staff better understand family and community engagement so that they can overcome the barriers mentioned in the previous paragraphs. Brief descriptions of each section follow.

- **Section 1.1: Reflecting on Beliefs and Assumptions**
  This section focuses on how beliefs and assumptions influence educators' willingness to support family and community engagement. Tools in this section provide opportunities for staff to develop understanding of how cultural beliefs impact family and community engagement.

- **Section 1.2: Getting to Know Your Families**
  This section focuses on understanding the demographic characteristics of Guam's families. The tool in this section helps educators better understand the needs of students, families, and communities by providing opportunities for educators to examine demographic data.

- **Section 1.3: Understanding the Influence of our Cultural Lens**
  The focus of this section is on how culture influences one's view of others and the implications of culture for family and community engagement. There are two tools in this section. One of the tools is designed to increase understanding of others' cultural values and behaviors and the other increases understanding of different world views (i.e., collectivist and individualist) and how they affect one's actions.

- **Section 1.4: Acknowledging Cultural Differences**

This section focuses on specific barriers to family and community engagement and their relationship to cultural beliefs. The tool in this section helps school staff understand how deep cultural beliefs might impact family participation in "traditional" family engagement opportunities in schools.

Summary of Part 1 Tools

The tools comprising Part 1 of the Toolkit are summarized in Table 1.1. The table includes the name and number of the tool, the tool type (i.e. activity, protocol/process, activity, chart, or template), the group structure (i.e., small group or large group) that is most appropriate for using the tool, and the type of participants (i.e., school staff or parents/families/community members) for whom the tool was designed.

Table 1.1: Summary of Part 1 Tools[2]

Tool Number	Tool Name	Tool Type	Group Type	Participants
1.1.1	Thinking About Family Engagement	Activity	Large Group	Both
1.1.2	Exploring Cultural Influences	Protocol Process	Small Group Large Group	Both
1.1.3	What Are Our Beliefs About Family and Community Engagement?	Activity	Large Group	Staff
1.2.1	Investigating Demographic Data	Activity Process Chart	Large Group	Staff
1.3.1	Cultural Awareness	Activity	Large Group	Both
1.3.2	Salient Features of Individualism and Collectivism	Activity Chart	Small Group Large Group	Staff
1.4.1	Exploring Cultural Influences on Traditional Family and Community Engagement	Activity Template	Small Group Large Group	Both

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[2] Tools are designated first by the part of the Toolkit in which they appear, next by the section, and last by the number of the tool within the section. For example, Tool 1.1.1 is in Part 1, Section 1 of the Toolkit, and it is the first tool in the section.

Section 1.1: Reflecting on Beliefs and Assumptions

INTRODUCTION TO REFLECTING ON BELIEFS AND ASSUMPTIONS

Much of a person's ways of thinking and acting are formed by their culture, but individuals within the culture may not be aware of their culture's influence on their interactions with others. This is as true of educators as it is of parents and students. For family and community engagement efforts to succeed, educators must be aware of how their cultural lens affects their views of family and community members as partners in education. This section helps educators reflect on their beliefs and assumptions about family and community engagement and consider how families' cultures might affect their views about partnering with school staff to support student learning.

KEY POINTS

- **Understanding how a person's cultural lens influences interactions can encourage family and community engagement.** The following scenario[3] presents an example of how differences in thinking due to culture can influence interactions between educators and families.

    > As a female European American teacher reports to an immigrant Latino father that his daughter is doing well in class—speaking out, expressing herself, taking an active role—he looks down at his lap and does not respond. Thinking that perhaps he has not understood, the teacher again praises his daughter's ability to speak out in class and explains that it is very important for children to participate orally. Looking even more uncomfortable, the father changes the subject. The teacher gets the impression that this parent is not interested in his daughter's school success, and she feels frustrated and a bit resentful. Toward the end of the conference, the father asks, with evident concern. "How is she doing? She talking too much?" The teacher is confused. This parent does care whether his daughter is doing well, but why doesn't he understand what she has been telling him?"

    The parent interprets the teacher's comments about his daughter's actions in class through his cultural lens for "rules of conduct" (Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001). He envisions appropriate behavior as sitting quietly, observing in class and not calling attention to oneself. He worries that his daughter has behaved inappropriately. When the teacher understands the parent's cultural lens, she is able to see the parent as concerned rather than disinterested.

- **Viewing interactions from the families' perspective helps educators work more effectively with them.** Canter & Canter (1999) suggest that it is helpful for educators to ask themselves guiding questions to increase the positive effects on their work with families. Examples of the questions are: *If I had a child in school, what specific information would I want to hear from the teacher at the beginning of the year?* Or, *how and when would I want to be approached about a problem?* It is equally important for educators to consider how they will provide information to families in a multi-cultural environment. Sensitivity to cultural differences will help prevent the formation of roadblocks that keep the members of the school community from working effectively together.

- **Educators' beliefs about family and community engagement are critical to their success in working productively with families.** Families in general – and those from diverse cultural, ethnic, and socioeconomic backgrounds in particular – often wait for guidance from educators before

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interacting with the school (Christenson & Sheridan, 2001). The beliefs of the educators a family encounters shape how families will interact with them. If educators hold a belief that the parent will do little to support education at home, then they often have lower expectations of the student. A family's encounter with educators who hold this belief will likely be minimal. However, if the educator holds the belief that the family is the child's first teacher and that the interactions at home foster the student's learning at school, then families are likely to be responsive to interactions with the teacher. Educators are in a powerful position to influence the nature of family and community involvement and must first look to themselves when engagement does not occur.

TOOLBOX

- ## Tool 1.1.1: Thinking About Family Engagement

  This tool helps school staff to initiate thinking and dialogue about family and community engagement as a foundation for planning engagement activities.

- ## Tool 1.1.2: Exploring Cultural Influences

  This tool uses a graphic representation of an iceberg to help school staff think about and distinguish between the surface and deep aspects of culture and how they influence their interactions with families.

- ## Tool 1.1.3: What Are Our Beliefs about Family and Community Engagement?

  This tool helps school staff increase their awareness of beliefs and assumptions that may help or hinder strong partnerships between schools and families and community members.

Tool 1.1.1: Thinking About Family Engagement

Purpose

To initiate thinking and dialogue about family engagement

Outcome

Participants will understand family engagement as a foundation for planning family and community engagement activities.

Logistics

Materials Needed: Thinking About Family Engagement graphic organizer

Time: 30 minutes

Tool Type

Protocol   **Activity**   Template   Process   Article   Chart   Other

Group Type

Individual   Small Group   **Large Group**

Participants/Audience

Parents   Staff   **Both**

Tool 1.1.1: Thinking About Family Engagement

Purpose

To initiate thinking and dialogue on family engagement

Directions

1. Post four chart papers with one question written on each one. Remember to number each sheet as 1, 2, 3, or 4 to correspond to the question number.

   1. What is family engagement?
   2. How do families want to be engaged?
   3. What might keep families from being engaged?
   4. What can schools do to increase engagement?

2. Ask participants to individually reflect on these four questions and record key words or phrases on the graphic organizer provided. (5 minutes)

3. Ask participants to count off 1-4. (If there are few participants, have participants rotate together to the charts.)

   - Participants start at the chart that has their number of question on it; participants with number 1, go to chart 1 and so forth.
   - At assigned chart, groups record responses for that question. (5 minutes)

4. After five minutes ask groups to rotate clockwise to the next chart, read what the previous groups wrote, and add their contributions. Repeat this step until groups have rotated to each chart.

5. When the groups get back to their original charts, ask them to identify three or four key ideas to report to the large group.

6. Ask participants to discuss in their small groups why parent engagement is important. Ask small groups to share their responses. Record their responses on chart paper.

Tool 1.1.1: Thinking About Family Engagement Graphic Organizer

Directions: Record key words and phrases that capture your thinking about each of the questions on the graphic organizer.

What is family engagement?	How do families want to be engaged?
What might prevent families from being engaged?	**What can schools do to encourage engagement?**

Tool 1.1.2: Exploring Cultural Influences

Purpose

To surface deep unspoken and unconscious rules of cultural beliefs and actions

Outcome

Participants will have a better understanding of deep cultural beliefs and actions when discussing how cultural beliefs impact family and community engagement.

Logistics

Materials Needed: Iceberg Concept of Culture graphic handout

Time: 50 minutes

Tool Type

Protocol   Activity   Template   **Process**   Article   Chart   Other

Group Type

Individual   **Small Group**   **Large Group**

Participants/Audience

Parents   Staff   **Both**

Tool 1.1.2: Exploring Cultural Influences

Purpose

To surface deep unspoken and unconscious rules of cultural beliefs and actions

Directions

1. Organize participants into small groups of 4 or 5.

2. Explain that the groups will use the "Iceberg of Culture" graphic for this activity.

3. Ask the groups to select one cultural influence from below the water line in the Iceberg of Culture graphic. (5 minutes)

4. Ask individuals to share an example with their table group of how they have demonstrated the selected cultural influence from the perspective of their own culture. (15 minutes)

5. Ask each group to designate one person to stay at the table to share examples from the group's discussion of how group members have demonstrated the selected cultural influence. Give a signal for the rest of the group members to move to other tables to learn about ideas from other groups. Each person should go to a different table. (10 minutes)

6. Ask participants to return to their original table groups and take turns sharing what they heard about how the cultural influence had impacted others personally. (10 minutes)

7. Facilitate a whole group discussion using the following questions: (10 minutes)

    *   What did we learn from each other?
    *   How might what we learned from each other affect classroom practices?
    *   How might what we learned about deep cultural influences affect our interactions with families?

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

Surface Culture

Above sea level
Emotional load: relatively low

food * dress * music *
visual arts * drama * crafts
dance * literature * language
celebrations * games

Deep Culture

Unspoken Rules:
Partially below sea level
Emotional load: very high

courtesy * contextual conversational patterns * concept of time
personal space * rules of conduct * facial expressions
nonverbal communication * body language * touching * eye contact
patterns of handling emotions * notions of modesty * concept of beauty
courtship practices * relationships to animals * notions of leadership
tempo of work * concepts of food * ideals of childrearing
theory of disease * social interaction rate * nature of friendships
tone of voice * attitudes toward elders * concept of cleanliness
notions of adolescence * patterns of group decision-making

Unconscious Rules:
Completely below sea level
Emotional load: intense

definition of insanity * preference for competition or cooperation
tolerance of physical pain * concept of "self" * concept of past and future
definition of obscenity * attitudes toward dependents * problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth

Tool 1.1.3: What Are Our Beliefs About Family and Community Engagement?

Purpose

To raise awareness of beliefs and assumptions that may help or hinder school, home, and community engagement

Outcome

Participants will increase their awareness of different beliefs and assumptions that may influence their efforts to engage family and community members in schools.

Logistics

Materials Needed: chart paper, markers, possible statements of beliefs and assumptions

Time: 20 minutes

Tool Type

Protocol   (Activity)   Template   Process   Article   Chart   Other

Group Type

Individual   Small Group   (Large Group)

Participants/Audience

Parents   (Staff)   Both

Tool 1.1.3: What Are Our Beliefs About Family and Community Engagement?

Purpose
To raise awareness of beliefs and assumptions that may help or hinder school, home, and community engagement

Directions
1. Ask participants to form two circles—an inner circle and an outer circle, with each inner circle person paired with an outer circle person.

2. Read aloud one of the belief/assumption statements below.

3. Ask participants to talk to the person opposite them about their belief or non-belief in the statement and why.

4. Ask a few participants to share their thoughts about the statement with the large group and ask if others have comments about the statement.

5. Ask the outer circle to rotate clockwise one person creating new partners for the next belief/assumption discussion. Continue the rotations for four or five statements (5-7 minutes per statement for steps 2-5).

6. Ask participants to return to small-group tables to discuss the following reflection question:

   How does what we learned about our beliefs and assumptions impact our work to engage family and community members in meaningful ways?

Possible Statements of Beliefs/Assumptions to Read to the Group

1. All students in our school are motivated to learn.

2. All students can learn.

3. Parents in this school help their children become successful in school.

4. Families are motivated to help their children achieve in school.

5. Speaking multiple languages in the home strengthens our students' success in school.

6. Our students come to school ready to learn.

7. Home life provides many opportunities that foster learning.

8. The community supports the school and the students who attend it.

9. All parents have the ability to effectively partner in their children's learning.

10. School, families, and the community must work together for effective learning to occur in our school.

11. Teachers have high expectation for all students.

12. Families have high expectations for their children's success in school.

Section 1.2:
Getting to Know Your Families

INTRODUCTION TO GETTING TO KNOW YOUR FAMILIES

The purpose of this section is to help build awareness of the demographics of the broader community in Guam and about the enrollment of the Guam Department of Education schools, students' ethnicities, and the languages students speak. Examining demographic data assists in tracking patterns among populations and subgroups. It increases our understanding of who our families are and helps illuminate key information to support intentional planning for strengthening family and community engagement.

KEY POINTS

Demographics of Guam

- **Number of People.** The total population on Guam, based on 2010 Census data, is 159,358. This is an increase of 3 percent from the 2000 census and 50 percent since the 1980 census. Fifty-three percent of Guam's residents reported being born on Guam (Bureau of Statistics and Plans, 2012).

- **Ethnicity** Ninety percent of Guam residents reported one ethnic origin or race. Of these residents, the highest percentage of the population is Chamorro (37%), followed by Filipino (26%). The next largest ethnic groups are Chuukese (7%) and White (7%). Kosraean, Marshallese, Palauan, Pohnpeian, and Yapese individually account for less than 2% of Guam residents (See Figure 1.1).

Figure 1.1: Ethnic distribution of population on Guam

**Ethnic Origins or Races of Guam Population**
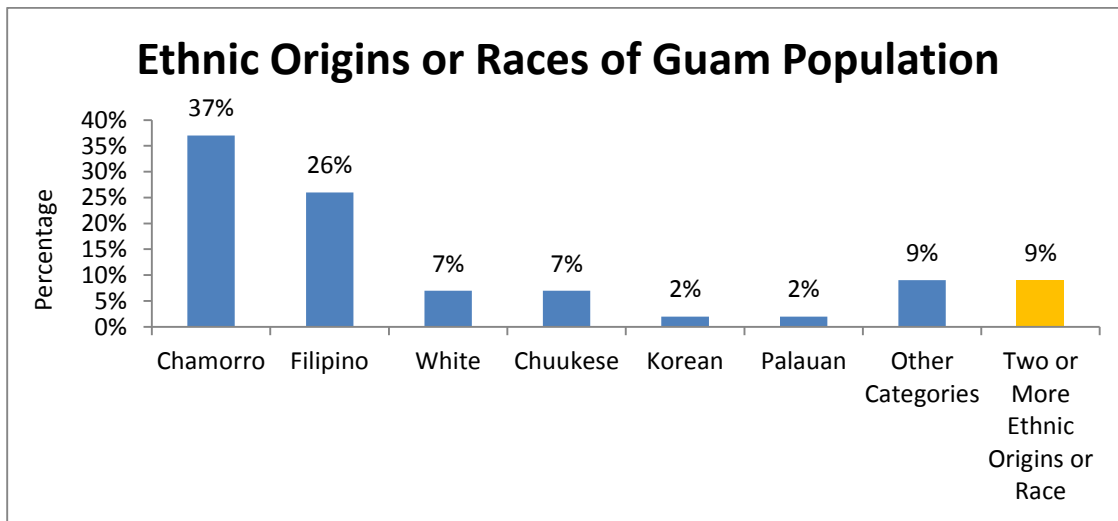
Source: Author's analysis of original data.

Note: Other categories include: *Other Asian, Kosraean, Other Ethnic Origin or Race, Vietnamese, Marshallese, Taiwanese, Carolinian, Black or African American, Yapese, Hispanic or Latino, Other Native Hawai'i and Other Pacific Islander, Chinese (except Taiwanese), Japanese, and Pohnpeian.*

- **Language Spoken at Home and Frequency of Language Usage (Population 5 years and over).** Forty-four percent of the population five years and over speak English only and 56% speak a language other than English (49% speak a Pacific Island language, and 7% speak other non-English languages). Of the 49% that primarily speaks a Pacific Island language at home, 18% speak Chamorro, 21% speak a Philippine language, and 10% speak other Pacific Island languages (see Figure 1.2).

Figure 1.2: Distribution of language spoken at home in Guam
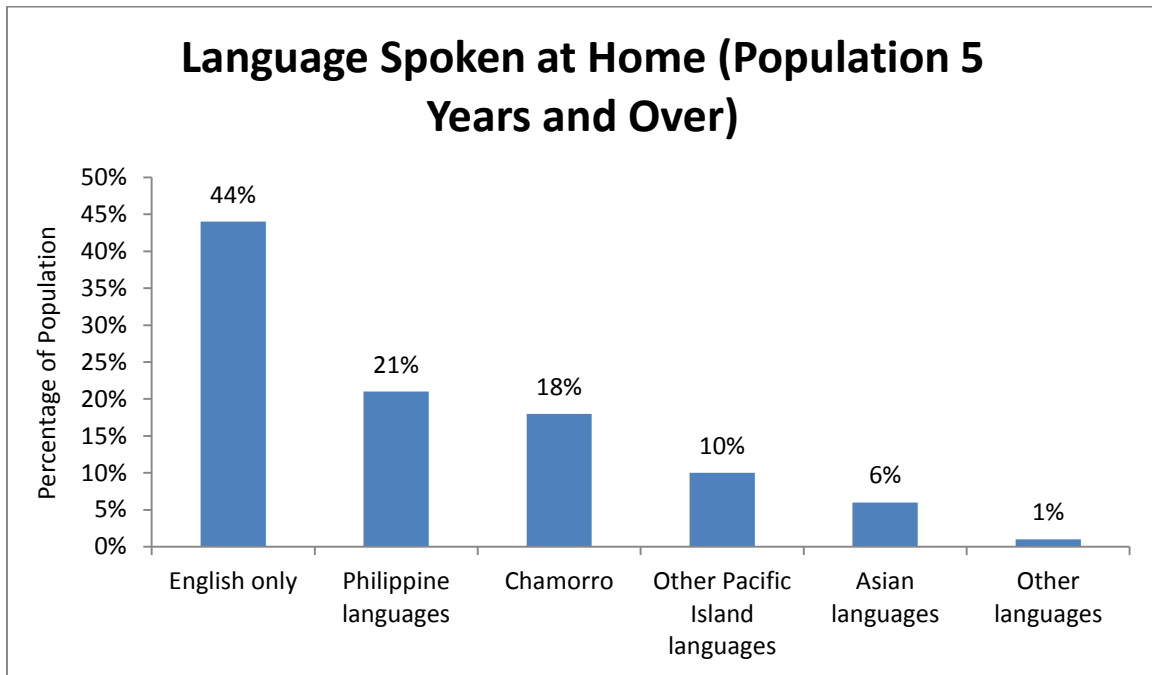
Source: Author's analysis of original data.

Demographics of the Department of Education Schools

- **Enrollment.** The Guam Department of Education's (GDOE) official enrollment for SY13–14 (i.e., enrollment number on September 30, 2013) was 31,593 students.

- **Language.** Forty-five percent of the SY12–13 students enrolled in Guam schools were English language learners (ELL).

- **Ethnicity.** The distribution of students by ethnicity for the SY12–13 is as follows:

Table 1.2: Ethnic distribution of Guam Department of Education students

Ethnicity	Percent of School Population
Chamorro	48%
Filipino	22%
Pacific Islander*	24%
Asian	2%
Commonwealth of the Northern Mariana Islands	2%
White, Non-Hispanic	1%
Other **	2%

Source: Author's analysis of original data.

*Pacific Islander includes Hawaiian, Samoan, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and Fijian ethnic groups. Asians include the Japanese, Chinese, Korean, Indonesian, and Vietnamese ethnic groups.
**The "Other" category consists of African American, Hispanic, American Indian-Alaskan, Unknown, and Unclassified categories.

- **Socioeconomic status.** Data related to student participation in the Free or Reduced-Price Lunch Program provide an indicator of the socioeconomics of families in Guam schools. The data below are based on SY12–13 enrollment.

Elementary School (1st–5th)	=	11,153 (39% of elementary school students)
Middle School (6th–8th)	=	5,335 (18% of middle school students)
High School (9th–12th)	=	4,845 (17% of high school students)

TOOLBOX

- ## Tool 1.2.1 : Investigating Demographic Data
  This tool provides data charts that help staff increase their awareness and understanding of the demographic characteristics of Guam's schools. This information can be used to support decisions for planning family and community engagement initiatives and activities.

Tool 1.2.1: Investigating Demographic Data

Purpose

To familiarize participants with the demographics of Guam schools

Outcome

Participants will increase awareness of the demographics of Guam schools.

Logistics

Materials Needed: Data Set #1 and Data Set #2, Data Investigation Questions, Calculators

Time: 30 minutes

Tool Type

Protocol   **Activity**   Template   **Process**   Article   **Chart**   Other

Group Type

Individual   Small Group   **Large Group**

Participants/Audience

Parents   **Staff**   Both

Tool 1.2.1: Investigating Demographic Data

Purpose
To examine demographics information about the students in Guam schools

Directions
1. Organize participants into groups of five.

2. Provide participants the packet of handouts that includes Data Set #1, Questions for Data Set #1, Data Set #2, and Questions for Data Set #2. Ask participants to respond to the questions using the data sets and tell them how much time they have to complete the activity.

3. Inform participants they should be prepared to share their group responses with the large group when time is called.

Directions

Use the information provided on Data Set #1 to answer the following questions:

1. What is the trend for the overall GDOE school enrollment?

2. What is the change in the number of English language learners (ELL) from school years 2008–2009 to 2012–2013?

3. Which ethnic group has had the largest decrease in enrollment from school years 2008–2009 to 2012–2013?

4. Which ethnic group has had the largest increase in enrollment from school years 2008–2009 to 2012–2013?

5. What is the percentage point change from the school years 2008–2009 to 2012–2013 in the number of students from 1st through 12th grade receiving free or reduced-price lunch?

Tool 1.2.1: Investigating Demographic Data – Guam Data Set #1

I.   Student Enrollment

SY 08–09	SY 09–10	SY 10–11	SY 11–12	SY 12–13
30,823	30,769	31,095	31,361	31,698

II.   English Language Learners (ELL)

SY 08-09	SY 09–10	SY 10–11	SY 11–12	SY 12–13
13,819	14,342	14,449	14,370	14,215

III.   Distribution of Students by Ethnicity

Ethnicity	SY 08–09	SY 09–10	SY 10–11	SY 11–12	SY 12–13
Chamorro	15,425	15,317	15,116	15,313	14,549
Filipino	6,963	6,735	6,891	6,625	6,830
Pacific Islander[1]	5,968	5,963	7,038	7,244	7,263
Asian[2]	474	431	488	486	480
CNMI[3]	337	295	412	434	441
White, Non-Hispanic	240	225	229	196	203
Other[4]	787	1,803	194	715	760
Unaccounted[5]	-	-	233	348	-

[1]Pacific Islander=Hawaiian, Samoan, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and Fijian.
[2]Asian=Japanese, Chinese, Korean, Indonesian, and Vietnamese
[3]CNMI=Commonwealth of the Northern Mariana Islands = Saipan, Rota, and Tinian
[4]Other=African American, Hispanic, American Indian-Alaskan, Unknown and Unclassified categories
[5]Unaccounted=Students who did not officially report their ethnicity information

IV.   Distribution of Free or Reduced-Price Lunch

School Level	SY 08–09	SY 09–10	SY 10–11	SY 11–12	SY 12–13
Elementary (1st-5th)	11,821	9,801	10,151	11,713	11,153
Middle (6th – 8th)	6,782	3,800	4,249	7,252	5,335
High (9th – 12th)	8,917	1,867	2,063	9,762	4,845

Sources
- 2011-2012 and 2012-2013 Guam Department of Education School Report Cards
- Guam Department of Education Annual State of Performance Education Reports (ASPER), SY 2008-2009 to SY 2012-2013

Directions

Use the information on Data Set #2 to answer the following questions:

1. Which high school had the largest change in the percentage of students receiving free or reduced-price lunch between the 2011–2012 and 2012-2013 school years?

2. Which elementary school had the largest percentage of students with IEPs during SY 2012–2013?

3. Which elementary school in the Lagu region had the largest change in the percentage of English language learners between the 2011-2112 and 2012-2013 school years?

4. Which middle school had a decrease in the percentage of students receiving free and reduced price lunch between the 2011-2012 to 2012-2013 school years?

Tool 1.2.1: Investigating Demographic Data – Guam Data Set #2

V.   2012-2013 School Performance Report Cards

Elementary School	Region	% of English Language Learners		% Free & Reduced Price Lunch		% of Students with IEPs	
		SY 2012-2013	SY 2011-2012	SY 2012-2013	SY 2011-2012	SY 2012-2013	SY 2011-2012
H.S. Truman	Haya	31%	30%	54%	58%	5%	5%
Inarajan Elem	Haya	20%	9%	83%	80%	10%	9%
Marcial A. Sablan	Haya	35%	34%	86%	87%	7%	9%
M.U. Lujan	Haya	38%	38%	86%	77%	3%	4%
Merizo	Haya	28%	15%	86%	88%	4%	4%
Talofofo	Haya	27%	25%	84%	78%	3%	4%
Adacao	Kattan	45%	48%	85%	83%	3%	2%
B.P. Carbuillido	Kattan	32%	29%	68%	65%	3%	3%
J.Q. San Miguel	Kattan	45%	44%	89%	91%	4%	4%
Ordot-Chalan Pago	Kattan	28%	31%	66%	74%	6%	7%
P.C. Lujan	Kattan	44%	40%	81%	75%	7%	9%
H.B. Price	Kattan	44%	46%	87%	83%	4%	4%
AsTumbo Elem	Lagu	37%	33%	87%	88%	4%	6%
D.L. Perez	Lagu	46%	48%	77%	75%	5%	5%
Finegayan	Lagu	60%	59%	82%	85%	3%	3%
J.M. Guerrero	Lagu	57%	44%	78%	78%	3%	4%
Liguan	Lagu	53%	55%	73%	72%	3%	4%
M.A. Ulloa	Lagu	44%	36%	86%	85%	3%	3%
Machananao	Lagu	49%	59%	82%	81%	2%	5%
Upi	Lagu	61%	56%	85%	84%	3%	3%
Wettengel	Lagu	49%	49%	80%	83%	4%	3%
Agana Heights	Luchan	27%	26%	58%	52%	5%	6%
Chief Brodie	Luchan	77%	76%	88%	91%	6%	5%
C.L. Taitano	Luchan	32%	29%	81%	78%	6%	6%
LBJ	Luchan	49%	49%	61%	68%	2%	2%
Tamuning	Luchan	57%	57%	71%	65%	5%	4%

Tool 1.2.1: Investigating Demographic Data – Guam Data Set #2 (continued)

Middle School	Region	% of English Language Learners		% Free & Reduced Price Lunch		% of Students with IEPs	
		SY 2012-2013	SY 2011-2012	SY 2012-2013	SY 2011-2012	SY 2012-2013	SY 2011-2012
Inarajan Middle	Haya	35%	28%	83%	71%	9%	8%
Oceanview	Haya	58%	44%	75%	72%	8%	8%
Agueda I. Johnson	Kattan	45%	41%	75%	74%	9%	8%
L.P. Untalan	Kattan	50%	51%	73%	61%	6%	5%
Astumbo	Lagu	60%	61%	82%	74%	7%	8%
F.B. Leon Guerrero	Lagu	61%	60%	70%	73%	7%	7%
V.A. Benavente	Lagu	59%	57%	71%	71%	6%	6%
Jose Rios	Luchan	48%	44%	71%	72%	8%	8%

High School	Region	% of English Language Learners		% Free & Reduced Price Lunch		% of Students with IEPs	
		SY 2012-2013	SY 2011-2012	SY 2012-2013	SY 2011-2012	SY 2012-2013	SY 2011-2012
Southern	Haya	25%	57%	47%	65%	11%	4%
George Washington	Kattan	39%	39%	47%	53%	7%	8%
Okkodo	Lagu	58%	56%	52%	46%	5%	5%
Simon Sanchez	Lagu	59%	62%	44%	47%	6%	7%
JFK	Luchan	54%	54%	49%	51%	6%	6%

Sources
- 2011-2012 and 2012-2013 Guam Department of Education School Report Cards
- Guam Department of Education Annual State of Performance Education Reports (ASPER), SY 2008-2009 to SY 2012-2013

Section 1.3: Understanding the Influence of Our Cultural Lens

INTRODUCTION TO UNDERSTANDING THE INFLUENCE OF OUR CULTURAL LENS

One's own cultural background influences how one communicates and views others' communication. People view the world through the lens of culture—a system of beliefs, customs, and behaviors that are filtered through our experiences (Villegas & Lucas, 2002). It is important for educators to understand that their cultural lens may differ from the cultural lens of families in the school community and to recognize that those lenses are equally valuable. This section helps educators more effectively interact with families and community members from differing backgrounds and build relationships that support effective partnerships with families and community members.

KEY POINTS

- **Understanding cultural norms and beliefs can overcome challenges in interactions between people with differing backgrounds.** Individualism and collectivism are two contrasting value systems that influence communication, learning, and family or community engagement in schools. Individualism focuses on the needs of the individual. Individualistic cultures foster independence, individual achievement, self-expression, individual thinking and personal choice. In collectivist cultures, one determines his or her identity largely through interactions of the community. Collectivist cultures foster interdependence, group success, adherence to norms, respect for authority, and group consensus.

  Individualism and collectivism as contrasting systems are not meant to stereotype cultural behavior, but to provide insights on how contrasting values can make a difference in child rearing, school, and classroom practices (Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001). No culture or society can be characterized as entirely one or the other and even within a particular ethnic group people are diverse and reflect differing values depending on their own experiences. Schools normally reflect the predominant culture of the society, which can lead to challenges when educators interact with people whose backgrounds differ from their own (Hollins, 1996). Whether the school reflects a collectivist or individualist cultural lens, educators benefit from having knowledge of and sensitivity for the other.

- **Developing cultural competence helps educators ensure families have successful experiences with the education system.** One of the most valuable skills educators can have is cultural competence, which is the ability to work across cultures in a way that acknowledges and respects each culture (Hanley, 1999). To work toward cultural competence, we must look within for a deeper understanding of ourselves and the culture of the people we serve. We must also act on the knowledge, turning our understanding into more effective programs and services (Gay, 2000; Hanley, 1999).

- **As families enter Guam's schools for the first time, they may need time for acculturation to the school system.** Many groups see children's primary role as contributing members of a family unit (Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001). These groups value dependence on a core group of people and require that a person be responsible for his behavior and avoid, at all costs, shaming himself and his family, tribe, and community (Hofstede, 2002). If the school culture does not reflect these views, then educators will need to work with families to help them understand the school system and how everyone can support children's learning and success in school.

TOOLBOX

- ## Tool 1.3.1: Cultural Awareness

  This tool helps school staff increase cultural awareness of themselves and others. This will increase the application of cultural understanding in their current work roles.

- ## Tool 1.3.2: Salient Features of Individualism and Collectivism

  This tool examines key characteristics of individualism and collectivism in one's own culture and in other cultures. This tool serves as a platform for discussing specific examples for cross cultural communication strategies.

Tool 1.3.1: Cultural Awareness

Purpose

To increase understanding and appreciation of others' cultural values and behaviors

Outcomes

Participants will develop increased cultural awareness of themselves and others.
Participants will apply cultural understandings in their current roles and work.

Logistics

Materials: Cultural Self-Awareness handout

Time: 30-45 minutes

Tool Type

Protocol   **Activity**   Template   Process   Article   Chart   Other

Group Type

Individual   Small Group   **Large Group**

Participants/Audience

Parents   Staff   **Both**

Tool 1.3.1: Cultural Awareness

Purpose

To increase understanding and appreciation of others' cultural values and behaviors

Directions

1. Ask each participant for the country/island that is their family's place of origin and record responses on chart paper.

2. Ask participants to preview the Cultural Self-Awareness graphic organizer, individually reflect on the questions, and jot down their reflections under the "Personal Reflection" column.

3. Ask the group to form pairs and share their thoughts on the questions.

4. Ask participants to return to their table groups and discuss the following, recording any new insights from the discussion in the "New Insights Gained" section of the graphic organizer:

   a. What did you learn from each other?

   b. How did you increase your understanding and appreciation of others' cultural values?

   c. How will this new understanding and appreciation affect how we work together in the future?

5. Ask a few participants to share out their responses to the "New Insights Gained" section of the graphic organizer and encourage other participants to comment.

Tool 1.3.1: Cultural Awareness Graphic Organizer

Questions	Personal Reflection	Partners Reflection
What is something that represents your culture to you?		
What about your culture or ethnicity makes you proud?		
What is one thing people believe about your culture that is not true? How would you help someone better understand this part of your culture?		
Large-group discussion: New insights gained		

Tool 1.3.2: Salient Features of Individualism and Collectivism

Purpose

To provide understanding of how collectivist and individualist views affect actions of teachers, parents, and students and hypothesize on how to bridge varying ways of viewing the world

Outcomes

Participants will understand key features of collectivist and individualist cultures.
Participants will have ideas to bridge the varying ways of viewing the world.

Logistics

Materials Needed: "Salient Features of Individualism and Collectivism" chart, scenarios from *Bridging Cultures in our Schools: New Approaches That Work*, chart paper, markers

Time: 45-60 minutes

Tool Type

Protocol   **Activity**   Template   Process   Article   **Chart**   Other

Group Type

Individual   **Small Group**   **Large Group**

Participants/Audience

Parents   **Staff**   Both

Tool 1.3.2: Salient Features of Individualism and Collectivism

Purpose
To provide opportunities to consider personal cultural views and foster conversation about understanding and appreciating others' cultural values and behaviors

Directions

1. Ask participants to individually preview the "Salient Features of Individualism and Collectivism" chart on the next page and discuss the information with their table group. Ask table groups to share their comments or questions about the chart with the large group.

2. Ask pairs to read the first scenario about a teacher and parent encounter and discuss which of the features of individualism and collectivism might be a factor in the teacher/parent interaction. Ask a few pairs to share highlights from their discussion about the influence of individualism and collectivism on the interaction.

3. Ask pairs to read the second scenario about preparing for a field trip and discuss which of the features of individualism and collectivism might be a factor in the interaction between the wildlife docent and students during the in-class preparation session. Ask a few pairs to share highlights from their discussion about the influence of individualism and collectivism on the interaction.

4. Ask participants to number off 1-5. Assign the corresponding statement for "Individualism" and "Collectivism" from the "Salient Features of Individualism and Collectivism" chart to the five groups.

5. Ask groups to write their assigned salient feature statements at the top of chart paper as in the following example for Group 1:

Individualism 1. Fostering independence and individual achievement	Collectivism 1. Fostering interdependence and group success
Ways to bridge different views with student interactions:	
Ways to bridge different views with family interactions:	

6. Ask groups to record possible ways to bridge different individualism and collectivism views in student and family interactions on their chart paper. (10-15 minutes)

7. Ask the groups to go to the other groups' charts, read the ideas, and add additional ways to bridge different views. (10-12 minutes)

8. Ask small groups to discuss why it is important to understand different views as we interact with students and families. Ask groups to share key points from their discussions. During the discussion, emphasize that no particular culture can be stereotyped as having individualism or collectivism views. These views vary among families and cultures.

Tool 1.3.2: Salient Features of Individualism and Collectivism Chart[4]

Individualism (Representative of prevailing U.S. culture)	Collectivism (Representative of many non-U.S. cultures)
1. Fostering independence and individual achievement	1. Fostering interdependence and group success
2. Promoting self-expression, individual thinking, and personal choice	2. Promoting adherence to norms, respect for authority/elders, group consensus
3. Associated with egalitarian relationships and flexibility in roles (e.g., upward mobility)	3. Associated with stable, hierarchical roles (dependent on gender, family background, age)
4. Understanding the physical world as knowable apart from its meaning for human life	4. Understanding the physical world in the context of its meaning for human life
5. Associated with private property, individual ownership	5. Associated with shared property, group ownership

Tool 1.3.2: Salient Features of Individualism and Collectivism: Scenarios

Scenario One:[5]

"As a female European American teacher reports to an immigrant Latino father that his daughter is doing well in class—speaking out, expressing herself, taking an active role—he looks down at his lap and does not respond. Thinking that perhaps he has not understood, the teacher again praises his daughter's ability to speak out in class and explains that it is very important for children to participate orally. Looking even more uncomfortable, the father changes the subject. The teacher gets the impression that this parent is not interested in his daughter's school success, and she feels frustrated and a bit resentful. Toward the end of the conference, the father asks, with evident concern. "How is she doing? She talking too much?" The teacher is confused. This parent does care whether his daughter is doing well, but why doesn't he understand what she has been telling him?"

Scenario Two:[6]

"Before Ms. Altchech's fourth-fifth grade class took a field trip to the Ballona Wetlands to learn about the habitat of many animals and plants within a few miles of their Los Angeles school, a wildlife docent came to prepare the class for the visit. 'What do you know about hummingbirds?' he asked. Ms. Altchech knew he was looking for 'scientific knowledge,' but her students began telling stories about their own experiences with hummingbirds. The docent was clearly frustrated with the responses he was getting, and on his next (and final) visit, he 'let two stories go by,' as Ms. Altchech puts it, until another child began her own story. 'No more stories,' he insisted. Thereafter, the students were required to confine their comments to scientific observations about birds, other animals, plants, and the environment. The room became silent, and students' responses to questions virtually ceased."

"When the docent left, Ms. Altchech invited her students to tell their stories. 'They needed to—in order to draw on their own experiences, which usually included family members,' she says. She constructed a simple T-chart on the blackboard, putting key phrases from the children's stories on the left side and helping them extract the scientific content to be recorded on the right side of the chart. Then she helped students use 'scientific discourse' to talk about what they knew. For instance, she used a student's observation that 'the hummingbird's wings moved so fast' to introduce information about the bird's high metabolism and feeding habits."

Section 1.4: Acknowledging Cultural Differences

INTRODUCTION TO ACKNOWLEDGING CULTURAL DIFFERENCES

The needs and characteristics of students and families may vary depending on their culture. For students new to Guam, often the more recent the arrival, the more inexperienced the families will be with classroom and school procedures in the new school system. When families face cultural, language, and economic barriers, the student achievement gap widens ([Rathburn, West, & Germino-Hausken](#), 2004) and support from family and community becomes even more important. This section provides information and an activity that will help increase understanding of how the varying needs and experiences of families should guide the development of family and community involvement initiatives and activities.

KEY POINTS

- **There are positive effects on children's learning when school staff understand and honor the attitudes, values, norms, and beliefs of a culture.** When school staffs understand and honor the attitudes, values, norms, and beliefs of a culture, they are using a cultural lens that goes beyond the superficial aspects of that culture, such as major holidays, mode of dress, foods specific to the culture group, and family customs. Understanding and honoring a culture extends to paying attention to how culture might impact teaching and learning, social interactions within the class, cultural values that respect learning by observing, and norms that place value on individual decision making.

- **Effective family and community engagement rests on relational trust between families and school staff.** It is essential for educators to understand that relational trust between families and school staff is the foundation for engagement (Bryk & Schneider, 2001; Mapp, 2003). Building that trust depends on understanding the barriers that influence engagement and mutually valuing families' contribution to student learning. These barriers include:

  - **Language:** When little or no English is spoken in the home, parents may feel awkward visiting schools because they have difficulty expressing themselves and understanding what is being communicated.

  - **Realities of family life:** Parents and family members have multiple home and job responsibilities that can conflict with the timing of school meetings and events.

  - **Views on family role in education:** Some parents new to Guam schools may be reluctant to approach the school because in their home culture people view educators as authority figures who are not to be questioned. Similarly, in some cultures, there is not an expectation that parents play a role in school decisions.

  - **School experiences:** Lareau & Horvat (1999) found that if parents had negative school experiences when they were students, it may be difficult for them to view the school as approachable.

- **Understanding how various cultures view education and schooling practices can promote family and community engagement.** Research suggests that some teachers can discount or misinterpret beliefs and practices rooted in cultures other than their own (Auerbach, 2011) and can contribute to deficit assumptions that diverse populations place a low value on education (Olivos, 2011). Stoicovy,

REL Pacific

Murphy, and Sachuo (2011) found just the opposite. Chuukese parents involved in the study stated that a good education was a high priority for their family. They teach their children to be morally good and obedient and to listen to what older people are teaching them so they can respect and obey their teachers when they go to school.

When educators understand that cultures may differ in their approach to schooling, they can avoid conflicts between home and school that discourage family engagement. For example, there may be different views about what should be included in the school curriculum. Parents might value the importance of learning about cultural values and providing for the family while such content is not part of the school curriculum, which is focused on academic content.

TOOLBOX

- **Tool 1.4.1: Exploring Cultural Influences on Traditional Family and Community Engagement**

    This tool helps staff increase their understanding of how their own cultural values operate in the school and classroom setting. It helps them to apply their understanding of students' cultures and varying needs of families to engage parents in ways that are appropriate.

Tool 1.4.1 Exploring Cultural Influences on Traditional Family and Community Engagement

Purpose

To apply knowledge of deep culture influences to traditional family engagement opportunities in schools

Outcome

Participants will be able to describe how deep cultural beliefs impact family participation in traditional family engagement opportunities in schools.

Logistics

Materials Needed: the Iceberg Concept of Culture graphic, handout with three scenarios (Figure A: Parent/Teacher Conferences, Figure B: Decision Making, and Figure C: Family Math Night)

Time: 1 hour

Tool Type

Protocol   **Activity**   **Template**   Process   Article   Chart   Other

Group Type

Individual   **Small Group**   **Large Group**

Participants/Audience

Parents   Staff   **Both**

Tool 1.4.1: Exploring Cultural Influences on Traditional Family and Community Engagement

Purpose

To apply knowledge of deep culture influences to traditional family engagement opportunities in schools

Directions[7]

1. Form teams of three.

2. Tell participants that they will use the "Iceberg Concept of Culture" graphic for this activity.

3. Ask teams to select three deep cultural influences that might impact the opportunity for family engagement in schools.

4. Direct participants to the graphic organizer for Figure A: Deep Cultural Beliefs' Impact on Parent/Teacher Conferences. Ask them to write a different one of the three influences they selected in each of the boxes in the figure.

5. Ask the teams to discuss the impact the three influences have on family engagement in Parent/Teacher Conferences and record key words or phrases from their discussion in the "Comments" box. (15 minutes)

6. Ask the teams to repeat the process for the other two figures (Figure B: Deep Cultural Beliefs' Impact on Participating in Decision Making and Figure C: Deep Cultural Beliefs' Impact on Family Math Night). (25 minutes)

7. Ask small groups to answer the reflection questions (listed below and included as part of the handout for the activity) and be prepared to share their insights with the large group. (10 minutes)

   Reflection Questions

   a. What cultural influence dominated your conversations?

   b. What strategies might the school use to address the impact the influences have on family engagement?

   c. What will you do differently in the next two weeks to change your family and community engagement efforts as a result of this work together?

8. Ask small groups to share highlights from their discussions. (10 minutes)

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

Surface Culture
Above sea level
Emotional load: relatively low

food * dress * music
visual arts * drama * crafts * dance
literature * language* celebrations * games

Deep Culture

Unspoken Rules:
Partially below sea level
Emotional load: very high

courtesy * contextual conversational patterns * concept of time
personal space * rules of conduct * facial expressions

nonverbal communication * body language * touching * eye contact

patterns of handling emotions * notions of modesty * concept of beauty

courtship practices * relationships to animals * notions of leadership

tempo of work * concepts of food * ideals of childrearing

theory of disease * social interaction rate * nature of friendships

Unconscious Rules:
Completely below sea level
Emotional load: intense

tone of voice * attitudes toward elders * concept of cleanliness
notions of adolescence * patterns of group decision-making *
definition of insanity * preference for competition or cooperation *
tolerance of physical pain * concept of "self" * concept of past and future
definition of obscenity * attitudes toward dependents * problem-solving
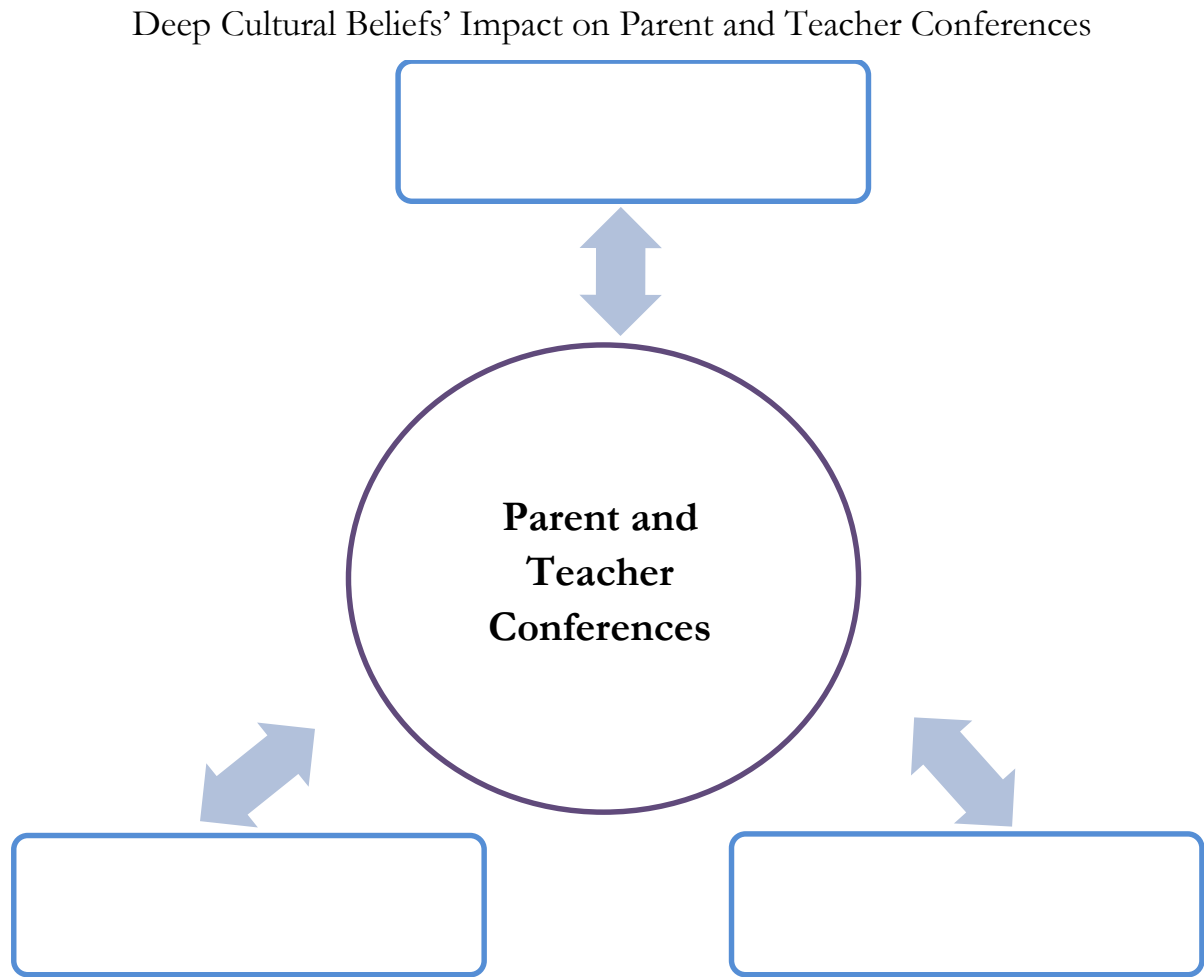roles in relation to age, sex, class, occupation, kinship, and so forth

Figure A[8]

Deep Cultural Beliefs' Impact on Parent and Teacher Conferences
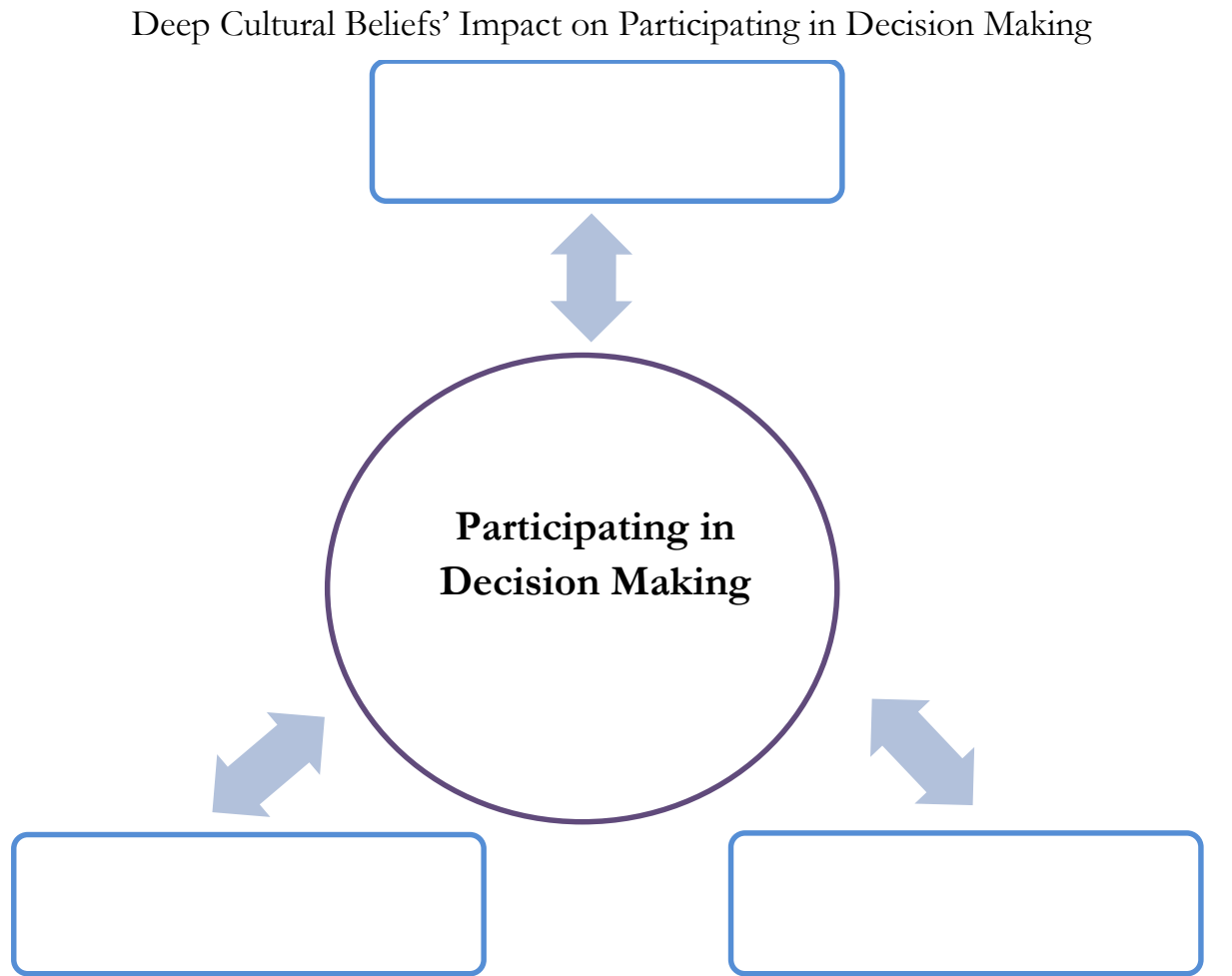

Comments

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[8] Figure A is an adaptation of a figure from Balanced Leadership: School Level Leadership Overview Session. Used with permission of McREL International.

Figure B[9]

Deep Cultural Beliefs' Impact on Participating in Decision Making

Participating in Decision Making

Comments

Figure C[10]

Deep Cultural Beliefs' Impact on Family Math Night

Comments

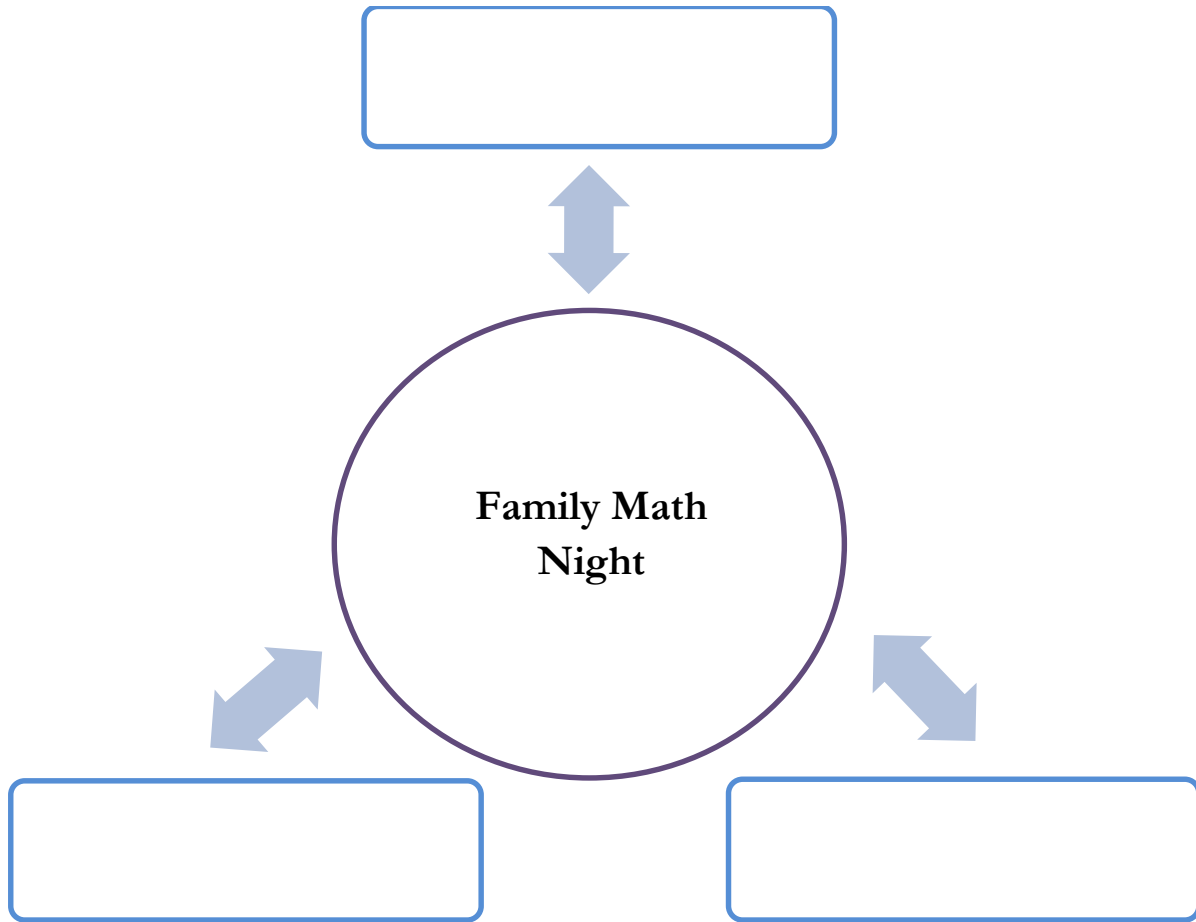[10] Figure C is an adaptation of a figure from Balanced Leadership: School Level Leadership Overview Session. Used with permission of McREL International.

Tool 1.4.1: Exploring Cultural Influences on Traditional Family and Community Engagement Reflection Questions

a. What cultural influence dominated your conversations?

b. What strategies might the school use to address the impact the influences have on family engagement?

c. What will you do differently in the next two weeks to change your family and community engagement efforts as a result of this work together?

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APPENDIX A: TOOL SELECTION

The focus for developing the Toolkit of Resources for Engaging Parents and Community as Partners in Education was on selecting tools that would help school staff understand why and how to engage parents from the diverse cultures that are present in the Pacific, specifically on Guam. In order to identify resources that might include appropriate tools, REL Pacific staff conducted a web search using Google, Google Scholar, ERIC, and ProQuest Education Journals using the following search terms: parent engagement, parent involvement in the Pacific region, cross cultural communication with families, building trusting relationships with parents in the Pacific region, Micronesian education, indigenous learning, cultural competency with families and communities, cultural beliefs and assumptions, community partnerships, Parent Information Resource Centers, federal policy parent engagement, and access and equity for families. Additionally, REL Pacific staff reviewed websites of nationally recognized centers, including the Center on School, Family, and Community Partnerships; Center on Innovation and Improvement; National Coalition for Parent Involvement in Education; National Center for Parents with Children with Disabilities; Center for Study of Social Policy; Harvard Family Research Project; McREL International; SEDL; and WestEd. These sites were accessed to review their resources and to identify commonly-referenced websites that might also serve as additional resources.

As REL Pacific staff reviewed the resources, they first considered whether existing tools could be adapted for the Pacific context. Many of the tools included in the identified resources focused on parents of Hispanic or African American students, were more appropriate for parents of mainland middle class students, or were not closely enough related to the topic of the Toolkit section to be useful. Consequently, REL Pacific staff developed many of the Toolkit's tools. These tools reflect REL Pacific staff's experience working with schools in the Pacific region and with indigenous populations in the United States and Canada. Table A.1 indicates whether the tools in Part 1 were adapted from existing sources or developed by REL Pacific staff.

Some of the tools developed by REL Pacific are based on general group processes (i.e., inner and outer circle, carousel) for exploring people's knowledge or beliefs about a topic or generating ideas. To develop some tools, REL Pacific staff began with an existing graphic (i.e., The Iceberg Concept of Culture in Tool 1.1.2 and the trilateral graphic in Figures A, B, and C in Tool 1.4.1) that illustrates a concept (e.g., understanding cultural influences) related to family and community engagement or a way of thinking about it and created a tool based on the graphic. Taken together, the tools provide many avenues for school staff to enhance their understanding of family and community engagement in education and their ability to involve family and communities as partners in supporting student learning.

Table A.1: Source of Tools in Part 1 of the Toolkit: Adaptation, New Development, or Use of Existing Graphics

Tool Number	Tool Name	Development	Comments	Citation
1.1.1	Thinking About Family Engagement	REL Pacific Staff	This tool uses a common process (carousel) for engaging participants in generating responses/ideas and/or responding to ideas that others have generated. REL Pacific staff developed the questions that are the focus of the activity.	NA
1.1.2	Exploring Cultural Influences	REL Pacific Staff Existing graphic	This tool uses an existing graphic as the focus of an activity developed by REL Pacific staff. The graphic illustrates the concept of deep cultural influences.	Used with permission of the Indiana Department of Education: Office of English Language Learning and Migrant Education www.doe.in.gov/englishlanguagelearning
1.1.3	What Are Our Beliefs About Family and Community Engagement?	REL Pacific Staff	This tool uses "inner-outer circle" which is a common process for engaging groups in conversations. REL Pacific staff developed the statements included in the activity.	NA
1.2.1	Investigating Demographic Data	REL Pacific Staff	This tool uses data from the Guam census and the Guam Department of Education. REL Pacific staff developed the questions that are used in the activity.	2011-2012 and 2012-2013 Guam Department of Education School Report Cards Guam Department of Education Annual State of Performance Education Reports (ASPER), SY 2008-2009 to SY 2012-2013
1.3.1	Cultural Awareness	REL Pacific Staff	This tool provides a graphic organizer for participants to record notes as they participate in the activity. REL Pacific staff developed the questions and the graphic organizer.	NA
1.3.2	Salient Features of Individualism and Collectivism	REL Pacific Staff Existing chart Existing scenarios	This tool includes a chart and scenarios that are excerpts from a document prepared by WestEd. REL Pacific staff developed an activity that incorporates the chart and scenarios.	Copyright © 2000 WestEd. All rights reserved. From *Bridging Cultures in Our Schools: New Approaches That Work*, by Elise Trumbull, Carrie Rothstein-Fisch, and Patricia M. Greenfield: http://www.wested.org/resources/bridging-cultures-in-our-schools-new-approaches-that-work-knowledge-brief/ Used with permission.
1.4.1	Exploring Cultural Influences on Traditional Family and Community Engagement	REL Pacific Staff Existing graphics Adaptation	This tool includes two existing graphics that are incorporated into an activity that was adapted from an activity developed by McREL.	The Iceberg Concept of Culture graphic: Used with permission of the Indiana Department of Education: Office of English Language Learning and Migrant Education www.doe.in.gov/englishlanguagelearning

Tool Number	Tool Name	Development	Comments	Citation
				The graphic included in Figures A, B, and C and the basic idea of the activity are adapted from the Trilateral School Level activity included in *Balanced Leadership: School Level Leadership, Overview Session.* Used with permission of McREL International.

APPENDIX B: TOOL TYPES

The descriptions below are specific to this Toolkit and may or may not apply in other contexts.

Tool Type	Description
Activity	A structured learning experience that involves discussing, reading, writing, or creating something for a specific purpose
Article	A written document, that is part of a journal, newspaper, policy brief, or other larger document that is not a book, that is used as part of an activity or as a resource that supports learning related to a particular topic
Chart	A graphic representation of information provided in table form
Process	A structured approach to accomplish a task that includes specific steps that can be used in a variety of situations
Protocol	A structured way to conduct a conversation that includes guidance in the form of questions or steps
Template	A graphic organizer that guides users in accomplishing a specific task, such as developing an action plan
Other	Types of tools that are not described as activities, articles, charts, processes, protocols, or templates