



## OVERVIEW

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### MODULE 2 PARENT INVOLVEMENT

Objectives:

1. Learn effective strategies for involving parents in the school community
2. Define the categories of parent involvement and identify the categories most important for student achievement
3. Share best practices in parent involvement
4. Learn what parents want from their child's school
5. Learn principles of effective parent involvement
6. Select specific involvement strategies, identify activities, and set a timeline

Objective	Minutes	Content	Presentation Strategies
	2	<b>1. Objectives</b>	Presentation
3	5	<b>2. Just Like Me</b> Warm up	Large Group Activity
2	10	<b>3. Five Categories of Parent Involvement</b>	Lecturette Discussion
1 & 3	30	<b>4. Recruiting Parents as SAC Members</b>	Brainstorm
1, 4 & 5	20	<b>5. Facts About Parent Involvement</b>	Presentation
1, 4 & 5	20	<b>6. Improving Parent Involvement</b> Checklist for Improving Parent Involvement	Small Group Activity
6	15	<b>7. Plan of Action</b> Create a plan of action to implement the activities that will most significantly impact parent involvement at each participant's school.	Small Group Activity
	5	<b>8. Summary</b>	Presentation

**Trainer Agenda**  
**MODULE 2**  
**PARENT INVOLVEMENT**

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<b>Time</b>	<b>Who</b>	<b>Trainer Activities/Content</b>	<b>Participant Activities</b>	<b>Handouts/ Media</b>
2 min.		<p><b>1. Objectives</b>  Review Module objectives.  Say how important this Module is, and that informing and involving parents and families is everyone’s role. Further, that communications strategies need to be timely, consistent, and planned. (Transparency 2) Module 2 will help participants implement programs with these three components in mind.</p>	Listen	<p><i>Transparency 1</i>  <i>Handout 1</i></p> <p><i>Transparency 2</i></p>
5 min.		<p><b>2. Just Like Me</b>  Place chairs in a circle, if possible, for this opening activity.  Explain that this will be a warn-up/energizer that will start us thinking about effective parent involvement strategies.  Ask participants to take out Handout 1 - Just Like Me. Explain that when a statement is made that is true for you, you stand up and call out, “Just like me,” and sit down.  To start things off choose one of the statements that is true for you, read it, stand up, say, “Just like me,” and sit down. Everyone for whom the statement is true should do likewise. The person next to you continues by choosing one of the statements or coming up with</p>	Listen Participate	<p><i>Handout 2</i></p>



30 min.		<p>Briefly share the statutory requirements relative to SAC membership: having the membership ethnically, racially and economically representative of the community served by the school; and that members be elected by their peers.</p> <p>Participants share and chart, in their small groups, ways they have successfully met the requirements of the law, recruited and kept parent SAC members, especially hard to reach parents.</p> <p>Present ideas/practices - 1<sup>st</sup> group presents all ideas, each group adds those ideas that have not already been mentioned.</p> <p>Hold onto these ideas for the Plan of Action they will create later.</p>	Listen	
		<p>Participants share and chart, in their small groups, ways they have successfully met the requirements of the law, recruited and kept parent SAC members, especially hard to reach parents.</p> <p>Present ideas/practices - 1<sup>st</sup> group presents all ideas, each group adds those ideas that have not already been mentioned.</p> <p>Hold onto these ideas for the Plan of Action they will create later.</p>	Small group activity	<i>Chart Paper &amp; markers</i>
		<p>Present ideas/practices - 1<sup>st</sup> group presents all ideas, each group adds those ideas that have not already been mentioned.</p> <p>Hold onto these ideas for the Plan of Action they will create later.</p>	Present to large group	
20 min.		<p><b>5. Facts About Parent Involvement</b> (<i>Transparencies 4-10</i>)</p> <ul style="list-style-type: none"> <li>• Parents Want to Know - Explain that these are the things most parents want to know from the school</li> <li>• Parents of “At Risk” Students - Parents of “at risk” students are often perceived as unsupportive of the school and their child’s education. Studies show they <u>are</u> supportive. There is no difference in support for their child’s education across different economic levels. What gets parents of “at risk” students involved is perceiving that the school <u>genuinely</u> wants them involved.</li> <li>• Change the Delegation Paradigm to a Collaboration Paradigm - We have delegated schooling to schools just like we delegate garbage pick up to the city. We take it out and never think about it again. We have to change the paradigm and help parents to see how much their involvement is needed, and help teachers see parent involvement as a part of their professional role.</li> </ul> <p>Two California schools set a goal - All students will be up to grade level by 6<sup>th</sup> grade. They shortly realized they couldn’t do it without the help of their parents. They worked as a team and were successful. What they did was not all that different from strategies we’ve used in the past, except for the <u>level of intensity</u> with which the principles were applied.</p>	Listen	
		<ul style="list-style-type: none"> <li>• Parents of “At Risk” Students - Parents of “at risk” students are often perceived as unsupportive of the school and their child’s education. Studies show they <u>are</u> supportive. There is no difference in support for their child’s education across different economic levels. What gets parents of “at risk” students involved is perceiving that the school <u>genuinely</u> wants them involved.</li> </ul>	Listen	<i>Transparencies 4-10, Handout 3</i>
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		<p>Two California schools set a goal - All students will be up to grade level by 6<sup>th</sup> grade. They shortly realized they couldn’t do it without the help of their parents. They worked as a team and were successful. What they did was not all that different from strategies we’ve used in the past, except for the <u>level of intensity</u> with which the principles were applied.</p>	Listen	

20 min.		<ul style="list-style-type: none"> <li>• Four Keys to Parent Education Programs - Research tells us these key components make parent education programs work: <ul style="list-style-type: none"> <li><b>Empower parents</b> - encourage parents, work with them to set and carry out goals. Especially, don't assume you know what is best for parents. They know themselves best.</li> <li><b>Focus on the needs of both parents and the child</b> - Parents can't help their children if they desperately need help themselves- a job, housing, simple support from other adults.</li> <li><b>Adjust to the needs of the specific parents in the program</b> - There is no one-size-fits-all program.</li> <li><b>Allow plenty of time for parent discussion</b> - programs should be parent dominated.</li> </ul> </li> <li>• Ten Truths of Parent Involvement <ul style="list-style-type: none"> <li>Briefly present these "truths" and refer them to Handout 2 which gives them in more detail.</li> </ul> </li> </ul> <p><b>6. Improving Parental Involvement</b> Refer participants to Handout 4 the Checklist for Improving Parental Involvement. Allow 5 minutes for individuals to complete the checklist, and 5 minutes for a small group discussion as each person shares "How my school meets these criteria." Discuss any area marked "no" and discuss ways to make them "yes."</p>	Complete checklist individually, Small group discussion	<i>Handout 4</i>
15 min.		<p><b>7. Plan of Action</b> Ask participants to select specific communications and involvement strategies for their school, identifying activities and setting a timeline. (Handout 5) Have one group share their plan.</p>	Small group activities Create action plan	<i>Handout 5</i>
5 min.		<p><b>8. Summary</b> Bring closure to the Module by summarizing the highlights. Tie it into the next Module (Way of Work).</p>	Listen	