

Parental Involvement within English Language Learners Educational Achievement: How can increased parental involvement impact the academic outcomes for ELL students?

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Abstract

This capstone explores the impact of parental involvement on ELL student academic outcomes. The overarching question guiding this capstone is: How can increased parental involvement impact the academic outcomes for ELL students? In this capstone, it is argued that increased parental involvement holds a positive impact on student academic outcomes. Inherent bias, time constraints, and limited education level attainment of parents are all challenges that both ELL families and teachers face. The Professional Development is to inform participants of how to effectively become and remain involved within student education. This PD will be aimed towards parents and families, along with teachers. The expected outcomes of this are increased levels and observations of involvement from all parents and families of students along with increased positive academic outcomes. Further standards must be implemented by school districts state-wide allowing for all to be educated with involvement in students' education and the positive outcomes.

Keywords: Involvement, positive, outcomes, increased

Chapter 1: Introduction

As an educator, you want what is best for your students and to provide them with every opportunity to succeed. Working with English Language Learning (ELL) students and non-English Language Learning students, the difference parental engagement is clearly noticeable and taken into consideration. As ELL educators, we must take steps to effectively involve parents/families in their child's education. Research has given evidence that there is a positive relationship between children's school success and parents' involvement within their education (Harper & Pelletier, 2010). According to El Nokali et al. (2010), parental involvement within students' education holds strong impact over the outcomes. With an increase of positive parental and family participation, students can produce greater outcomes not only academically, but also social-emotionally. As referenced in Harper and Pelletier, "Specifically, studies have shown that when parents communicate with the teacher, their children show improved classroom behavior... increased reading performance and gains in overall academic achievement, (p. 124). Similarly, schools, teachers and administrators need to identify and diminish barriers that limit ELL parents' involvement in students' education (Bakker et al., 2007). Therefore, this capstone aims to explore the overarching question: How can schools increase parent involvement to improve academic outcomes for ELLs? Since the primary objective of a strong parent-school partnership must be to provide equitable educational opportunities for ELLs.

Significance of the Problem

Within the country, and specifically New York State, the population of ELL students is increasing. According to New York State Education Department (NYSED, 2021), the K-12 ELL Enrollment is 240, 035. This increase is substantial if you consider that in 2019 ELLs in New York state public schools accounted for 81, 655 of the student body (NYSED, 2022). El Nokali

et al. (2010) indicates that “parent involvement is often considered a pathway through which schools enhance the achievement of underperforming children” (p. 1). For instance, El Nokali et al. point out that parental involvement also benefits the students’ socioemotional development, helps to mitigate any behavioral problems, and enhance social skills amongst peers and others. Adding that, parental involvement also supports student achievement within their education by having parents aware of student successes along with struggles and supporting students every step of the way. Finally noting that parental involvement is strongly encouraged by teachers, childcare providers and administration, and others though with the consideration that it is not as easy for all parents to be as involved as others.

Often, the non-involvement of parents is looked at as non-caring when the obstacles in the way for these parents are not being considered. According to Bakker et al. (2007), with parental involvement, educators must be aware of the boundaries that may interfere with parental involvement of most, if not all their students. Such things as language and cultural barriers, economic difficulties, limited educational attainment, and times constraints all hold an impact on a parent or parents’ ability and desire to participate and be present within their child’s learning. Bakker et al. note that, many times, a parent’s own experience within their school is not considered by teachers or administration either. Parents could have dropped out of school, been looked at as a boy in trouble or girl in trouble rather than troubled boys and girls, needing the help and guidance from those around them. Or a parent hearing about the behaviors of their child repeatedly, these parents will not want to hear it again, other opportunities to speak with these parents should be implemented. The authors also remind us that, “Nevertheless, a lack of parentschool contact does not automatically mean that lower SES parents are not involved in the education of their children” (p. 179).

School policies and practices are important to secure parental involvement. For instance, while parents are interested in their child's learning and literacy acquisition, without relevance and opportunity to be involved the parents may feel lost in terms of their child as a learner. Appropriate measures of communication and involvement within the school are crucial to student learning. As a team both parents and educators can come together in the benefit of student learning and development within their learning, especially elementary years of learning. These years are crucial in development for young children.

Purpose

The question being researched is: How can increased parental involvement impact the academic outcomes for ELL students? The purpose of the professional development (PD) will be to allow for parents and teachers to be trained and familiarized with how parental involvement impacts academic outcomes and how they can be involved. By bringing parents and teachers together schools can foster a community that promotes advocacy for ELLs.

The professional development will be held virtually. This will involve four virtual meets where participants will join and view the presentation together to allow for whole group discussion and learning. Slideshow presentations will also be shared with participants as reference. This professional development will be done starting at the end of summer/beginning of the school year in order for all participants to become knowledgeable about the strategies and ideas when the school begins. This PD will cover the following topics: why participation is important, ways of communication, allow for ideas/opinions to be shared, ideas on events and activities to be held throughout the school year to represent diverse cultures, and any other important aspects that may arise within conversations. With the differing topics, each day will have a different learning goal. The first day, participants will be able to state parental and family

involvement within students' education is important to academic success and outcomes. The second day, participants will be knowledgeable of multiple points of contact and ways in which to communicate with the school community effectively and in ways in which are appropriate for them. The third day, participants will be knowledgeable of the school expectations (school supplies, etc.) and ways in which to transition into the community. On the last day, participants will participate in school-wide events and activities throughout the school year with the information provided. Each PD day will be about an hour in length, wrapping up in a manner that allows for any participant to speak with the instructor individually if they prefer not to share in whole group or for anyone to express any questions and/or concerns about what was discussed that day.

Being involved includes communication with the teacher and being aware of the student's successes as well as their struggles and working with the teacher to ensure the effort being put in at school to teach their child is being reciprocated at home. The professional development will not be a one-time thing, this will continue throughout the school year and continue to be updated as new ideas and opportunities come about within the future of education and parent involvement. According to Choi et al. (2015), parental involvement is a great contributor to the academic achievement and self-efficacy of students. With this, barriers, cultural differences, transitions, and educational experiences and beliefs were all part of creating the professional development content that will be presented to participants in the effort of increasing parental involvement. Such things as communication, timing, language barriers, and school/teacher attitudes towards families and students are all obstacles that could hinder this involvement, therefore are addressed within this PD.

Conclusion

The question is, how can schools increase parental involvement to improve academic outcomes for ELLs. Research has given evidence that there is a positive relationship between children's school success and their parents' involvement within their education (Harper & Pelletier, 2010). With this being stated, professional development opportunities for both parents and teachers can increase school-home communications, open avenues for parental participation, and to ease ELLs transition into school community. With both support in school and at home, students grow both confident and stronger in their learning and feel a sense of collaboration and care from both parents and their teachers. As an educator, I strive to keep my parents engaged within their child's learning and allow for as much involvement as possible. In doing so, the barriers faced by some parents which hinder their involvement must be recognized and acknowledged and, therefore, worked with to address. There is evidence of the impact that parental involvement has over a student's educational outcomes, and therefore this problem needs to be addressed.

In this capstone, chapter 2 contains a literature review of the evidence found in reference to ELL students' academic and socioemotional outcomes impacted by increased parental involvement. Followed by a detailed explanation of the professional development in chapter 3. Chapter 4, presents conclusions, implications for student learning and teaching, as well as recommendations for future research. Lastly, all of the materials for the professional development will be found in the Appendix.

Chapter 2: Literature Review

Introduction

This chapter will address the overarching researching question, how does parental involvement impact the academic outcomes of ELL students? This review of the literature will support this issue and provide viable feedback on why working to increase involvement would positively impact students' academic achievements. Multiple aspects of lifestyles and cultures will be taken into consideration and discussed. Many persons have studied this topic and provide ample amounts of feedback on their own research questions, methodologies, and findings which have been used to create this review of literature.

Parental Involvement and Academic Outcomes

It has long been established that parental involvement in a child's education is at the pinnacle of their success. According to Webster (2004), The No Child Left Behind Act of 2001 specified that parents who engage in consistent and purposeful communication with schools played a vital part in boosting a student's academic achievement. The Every Student Succeeds Act of 2015 furthered these ideas and specifically called for federal funds to be used for parent and family engagement. The author tells us that it called for stronger school partnerships with parents and family members. Additionally, Webster stated that it furthered its advocacy for parents and children by including Section 1118 which was specifically intended to provide opportunities for inclusion of historically disadvantaged groups of parents. This included ELL parents and students.

Building Blocks

Kalayci et al. (2018), tells that the social environments that surround a child hold great influence over their academic and socioemotional learning. These environments include

families/parents, schools, and the community. These platforms all garner a level of importance in their partnership with education. “Family engagement is a shared responsibility of schools, families, and communities for student achievement” (Han et al., 2015, p. 25). According to Choi et al. (2015), it is well established that parental involvement is a great contributor to the academic achievement and self-efficacy of students. This starts at a young age. The beginning years of a students’ education is crucial in their development. During these years, students obtain the foundational skills they carry with them as the backbone of their learning. These are the building blocks of their education for the years to follow. Often, ELL students do not have the opportunity to re-establish these new building blocks as they are introduced to a new language, creating a hurdle for them in the classroom. Teaching styles and parental involvement within these students’ education helps to both encourage and provide equitable opportunities for students’ success. In addition, Wong Fillmore et al. (2000) stated that it is further argued that teachers need to identify how to design the classroom language environment so that it cultivates language and literacy learning, while at the same time, avoiding linguistic obstacles to content area learning.

McNeal Jr. (2014) explains that students with parents that actively participate in their education show greater academic success, better behavior and attendance, language abilities, social skills, and general perception of life. This idea is further supported in Bakker et al. (2007), who reports that regardless of economic status or cultural background, students with involved families are more likely to have higher grades and test scores, attend school regularly, show improved behavior and adapt well to school. English Language Learners (ELL) are students who speak a differing native language than English. These students often need more assistance from both parents and teachers to reach their optimum success in school. Being an ELL student can

have a negative impact on their education because, within their new English speaking classroom learning environment, they are both decoding the language, while at the same time, learning the new academic content and vocabulary. Wong Fillmore et al. (2000) explains that this dual process can hinder their firm grasp on both topics because ELLs cannot give their full attention to both tasks on hand. Research conducted by Harper and Pelletier (2010), shows that parental involvement holds an impact over ELL student outcomes academically. Students do not learn alone. It is greatly impacted by their teachers, their classmates and peers, and the encouragement of their family. Durlak et al. (2011) supports that all of these factors, in collaboration, help to provide students with ample opportunity for success. As mentioned, the collaboration of all; teachers, peers, and families, support these positive outcomes. Within the younger years of an ELL students' learning, this support and encouragement is dire for the success and growing achievement of students within academics and social-emotional skills. Not only is this important for elementary ELL students, but all young/elementary age students.

Learning Healthy Lifestyles - Teaching the Whole Child

Children benefit from learning healthy lifestyle habits. By teaching the whole child you better support their education experience. Elias (2013) explains this may present as teaching healthy eating habits, sleeping patterns or preventing behaviors/troubles stereotypical in their lives and/or upbringings. Teaching students both academics and social-emotional learning skills should be encouraged in multiple modalities in order to provide instruction for all students of diverse backgrounds and learning. The author lets us know that including open-ended questions, varying group size instructions from large, small, independent, etc., and creating learning centers for students to work in, all provide multiple modalities to instruction to benefit individual student learning outcomes. Additionally, creating centers with music, tactile and hands-on activities,

relating art and writing allows for students to express their understanding and learning in differing ways. Specifically, the author emphasizes the use of goal setting to focus instruction. By setting a goal, it enables students to be connected to what it is they are learning which, ideally, results in higher engagement and focus throughout the content. Furthermore, Elias tells us it is a vital part of a student's educational success to include parental interest and support in this goal setting within a child's educational career. Parents can support their child's goals at home and bolster their success in the classroom.

Academic Outcomes with Differing Involvement

When it comes to parental involvement in their child's education, there are conflicting opinions amongst teachers about the level in which parents should be involved. With parental involvement comes the positive impact on a student's academic success, but it also brings with it differing observations on what type of involvement is most beneficial. We as educators must acknowledge that not all families are the same. Not all immigrant families are alike which means their needs differ as well.

In the Baker et al. (2016) study, it was hypothesized that teacher perceptions of the level of parental participation in a child's education may influence the academic performance of pupils. This was explored by evaluating teacher perceptions of parental involvement and the possible associations between teacher perceptions and pupil achievement. The information was obtained via questionnaire that was mailed to the home and provided to teachers. Five distinct areas were identified: (1) contact with teacher; (2) influence; (3) participation; (4) involvement at home; and (5) being informed. Parental participants were asked to rate their level of involvement in their child's education. Teachers were asked to rate their perception of a parent's involvement

in their child's education. An additional component of Baker's study identified that parents with a higher level of education were identified by teachers as being more involved in the education of their children than parents with a lower level of education. These parents were thought to have more contact with the teacher, more influence on the school, to participate more and be more involved at home than those parents with a low level of education.

The research found that teachers tended to differentiate between the various forms of parental involvement less than parents did. They found that teacher perception of parent involvement in the home may be based on those aspects of involvement which are visible to teachers at school (i.e., parent- teacher contact and participation in school activities). The more obvious the parent participation and contact, the higher the teacher perceptions of parental involvement in educational activities at home. Parents perceived their involvement differently than the teachers. Overall, parents rated their involvement in educational activities at home higher than the teachers.

The results of Baker et al. (2016) study offered ways in which we, as educators, can provide parents with opportunities and options for involvement. The authors state that schools should present a family friendly environment by offering opportunities for parents to be involved in the school environment by providing childcare and having weekend activities. Furthermore, the authors stress the need to improve communication because communication provides and opportunity to exchange information and assists teachers and school staff to help the child. The communication should be clear and staff must ensure that it is presented in all different native languages necessary. The author further expresses that schools should make time to welcome families into the building. This can be done by inviting families into the classroom to observe everyday functions. These invitations re-iterate the fact that teachers want parents to be involved

in their child's education.

Finally, Baker et al. (2016) explain that schools should make a move from, not only parental involvement, but to engagement in the school and their child's education. An example of moving from involvement to engagement might include a family engagement activity to do at home with instructions for caregivers to help their child with more advanced subjects. The author states that engagement should go beyond just presence in the school building and should consider how caregivers at home can help their children be successful. When addressing proposed solutions to parents' involvement in the classroom, parents and teachers often differ in their opinion. Baker et al., tell that often, there is an emphasis on telling families how they can be involved in the school, rather than listening to parents and asking for their suggestions on what will improve students' academic achievement and behavior. By engaging in open, two-way communication parent and educators can create a joint home school environment in which the child will succeed.

Engagement

The research of Goodall and Montgomery (2018) further discusses engagement. Their model is a continuum study that defines parent engagement as parents and teachers sharing a responsibility to help their children learn and meet educational goals. Their continuum was evaluated in three parts: parental involvement with the school, parental involvement with schooling, and parental involvement with children's learning and explains a shift away from the relationship between parents and schools and focuses on the relationship between parents and their children's learning.

In the first point of Goodall and Montgomery's continuum, schools are in control of the relationships and the flow of information between teachers and parents. Information is given to parents and feedback is not solicited. Parents may be involved in some school activities, but

those activities are presided over by the school. For the most part, these activities will take place in and around the school. An example of this scenario is Meet the Teacher Night or Back to School Night. Parents are invited into the school but are given very little opportunities to freely interact with the staff about their child specifically. Instead, they are given basic information with little chance verbal exchanges or elaboration.

The second point of Goodall and Montgomery's continuum is characterized by an exchange of information between parents and school staff. The focus of these interactions is school and learning. The author reports that it is at this point that information begins to flow both from the school to parent and from the parent to school. This sort of exchange results in the build up trust and better relationships between parents and educators. There is a shift in relationships as parents are no longer passive recipients of information but, instead, are active contributors to the student's academic future. An example of this shift is parents choosing to help their child with homework at home. Parents choose to become involved in the learning of their child, but the nature, direction and content of that learning is still established by the school.

The third point of Goodall and Montgomery's continuum centers around parental attitudes toward learning. Here, parents are provided with information, but the choice to act on the information remains with the parent. Parents at this point are engaged with the learning of their children not because of the involvement from the school, but because of their own choice and perceptions of their role as parents. The authors provide examples of this engagement including parents providing learning opportunities for their children, such as paying extra tuition, introducing other forms of learning, such as dance or music lessons, or introducing other activities which provide opportunities for learning, such as scouting or religious tuition.

The results of this study show a shift in roles as the participants move through the continuum. In the first level, parents simply receive information. As they move through levels, a partnership with school staff begins, until eventually, parents actively engage and contribute to their child's education. In addition, there is a shift in the location of the child's learning. It starts at school, is furthered at home, and eventually is proceeds to places of recreation. It is at this point, that parents and children engage in learning activities, regardless of location. This engagement can boost children's self-esteem, bolster their engagement with learning and can lead to more successful learning outcomes. The authors state that to be most effective, parental engagement needs to be rooted in the home, in an attitude that fosters learning in the home, as this has been shown to be most positively related to children's achievement.

Engagement brings a feeling of ownership that is greater than with simple involvement. Parents are vested in their child's education and actively contribute to their academic success. Educators and parents must work together to establish a school environment that engages ELL students and parents and is conducive to the learning of ELL students. It is important to maintain ongoing communications with families and present meaningful opportunities to support the educational and developmental progress of children at school and home.

Parental Involvement and Different Cultures

Parental involvement for differing cultures may look different within each one. Altschul (2011) studied parental involvement in the education of students identified as at risk for academic underachievement in the United States. The study examined forms of parental involvement in education to determine which had the strongest impact on their child's academic success. They evaluated the influence of six parenting practices on the academic performance of 1,609 Mexican American students. These practices include parental involvement with school

organizations, discussion of school related issues between parents and students, parental help with homework, parent and child involvement in enriching activities, educational resources in the home, and allocation of resources to extracurricular activities. The study found that Mexican Americans express the positive effects of parental involvement occurs through interactions in the home. This cultural belief attaches little significance to parental involvement in school organizations and is not associated with youths' achievement. This is an example of why teachers, teacher educators, and school administrators, must learn the stories of their ELL students and their parents to increase parental involvement and cultivate the educational experience for all.

Calzada et al. (2015) explains that studies of parental involvement vary from immigrant group to immigrant group. Parental involvement within the school may look like participation in school events or school-based activities, while involvement at home may look like reading with a child, helping them complete homework assignments, or taking them to places outside of school setting where they are able to expand their learning experiences.

Calzada et al. (2015) examined predictors of parent involvement among Afro-Caribbean and Latino families during the transition from pre-kindergarten or kindergarten to school, when academic frameworks begin to develop. Their study focused on three aspects of a families' social environment that were thought to shape parent involvement and may be especially relevant to the lives of low-income immigrant students. They include socioeconomic characteristics (e.g., education, employment, poverty status), parent cultural characteristics (e.g., the identity, cultural competence, and language competence domains of acculturative status), and teacher characteristics (e.g., teacher racial/ethnic consonance with parent, parent involvement practices). The study was conducted in two phases. Phase 1 was a study of child development with

schoolbased assessments (e.g., teacher ratings, testing) and no time demands for parents; Phase 2 involved family assessments by phone. Participants were recruited through 34 public elementary schools that housed universal pre-kindergarten programs in NYC.

The findings of Calzada et al. report that an immigrant groups approach to school involvement differs based on cultural beliefs. Knowing the level in which a family has adapted to their new living environment can help educators understand the level they subscribe to the values and beliefs of the education system they are now involved in. The authors provide examples of differing preferences of parental involvement with differing immigrant groups. For example, in the Afro-Caribbean population, parents are often uncomfortable with school-based parent involvement. Instead, they prefer to focus on preparing young children for academic success by teaching them foundational pre-academic skills and proper behavior. Similarly, Latino parents, especially non-English-speaking parents, often do not attend school events, volunteer in the classroom or communicate directly with school staff. Instead, they prefer to engage in focused home-based involvement by emphasizing educational values and participating in educationally relevant home-based activities such as monitoring homework and curfews and providing educational resources and adequate nutrition and rest for their children.

The result of this study by Calzada et al. highlights the importance of having a diverse teaching staff and outreach programs for ELL families because they assign different importance to involvement in student's education depending on their cultural background. The authors offer that having a bicultural parent body may help to increase school-based involvement and suggest establishing school policies that ethnically match parents with support personal in schools. Both of these practices may open the pathways for better and easier communication which may lead to higher parent involvement. The authors also champion programs that offer support and skills to

help parents navigate the U.S. educational system, and those that help schools and teachers build cultural knowledge in school systems that serve large numbers of immigrant families. In addition, it is stated by the authors that teacher programs should focus directly on clear and effective communication and engagement strategies with parents from diverse backgrounds. Lastly, parenting programs should focus on what skills and resources are needed to engage in both home-based and school-based activities, particularly among parents at highest risk of low involvement (i.e., parents with limited formal education, who live in poverty and who serve as single head of household).

According to Calzada et al. recognizing immigrant groups and their approach to school involvement, one can better understand the circumstances that may predict their involvement in the child's education. Such things as cultural beliefs about involvement, the need for materials and resources in their home-based language, and the availability of home and school-based involvement opportunities are just a few ideas that may predict involvement. By having a broader idea of what it means for parents of different cultures to be involved in their child's learning, we can better understand the level of involvement of some parental figures over others. For instance, as stated by the authors, particular individuals of certain cultures or immigrant groups may not be comfortable with being involved in school-based events or activities, however, have a higher level of involvement within their child's learning at home.

Stages of Parental Involvement

According to McNeal Jr. (2014) meaningful parental involvement is made up of those actions that help a child meet or exceed the normal expectations of a student and incorporates parent-child, parent-teacher, and to some degree parent-parent relationships. As an educator, understanding the parents of ELL students' and the lives in which they live is beneficial to

improving parental development. According to the model Stages of Immigrant Parent Involvement (Han et al., 2015), identifying the four stages of immigrant parent involvement will allow educators to see where families are in their ability to participate and encourage their child's education, as well as acknowledging challenges and helping schools figure out how to support these families. This model illustrates an immigrant parents' needs, skills, and interests as they attempt to maneuver through their child's education system.

As reported by Han et al., the four stages of immigrant parent involvement are Cultural Survivor, Cultural Learner, Cultural Connector, and Cultural Leader. Cultural Survivor is the bare bones of parental involvement in their child's education. Parents in this stage may be homeless, refugees, recent immigrants, illiterate in their native language, or lack any professional training. Their primary focus is on the basic survival needs of the family. Parents in this category may work multiple low paying jobs that require them to be absent from the home to support the family. They do not know how to navigate the school system, and need the help of interpreters, bilingual family, and community support to enroll their child in school. It is these parents that tend to have the lowest level of participation in the school system. In the Cultural Learner stage, we see parents begin to engage in the education system through the use of interpreters and bilingual friends and staff. They often require language specific or translated documents and communications to remain involved in the classroom. They attend language specific programs and events and participate in parent-teacher conferences through the use of interpreters. It is during this stage that ELL parents begin to understand the American school system and how they can assist in their child's education.

Han et al. (2015) tells us the final two stages of ELL parent involvement in their child's education are where we see the biggest impact. The Cultural Connector stage is where we begin

to see the active participation of parents in their child's education. Parents in this stage continue to attend school functions and meetings and become the sounding board for those in the Cultural Survivors and Cultural Learners stage. Parents seek out more information than just what is given to them. They become more familiar with how to navigate the school system and its policies and procedures, and they are able to attend English speaking programs with the assistance of an interpreter. According to the authors, perhaps the greatest importance of this stage is that ELL parents begin to encourage and empower other Cultural Survivors and Cultural Learners in the community to become involved in their children's education. These engagements lead to the last, and possibly, most important stage- Cultural Leader. Parents in the Cultural Leader stage become advocates for fellow ELL parents in the Cultural Survivors, Cultural Learners, and Cultural Connectors stage. According to the authors, they become the advocates and lifeline to new immigrant families beginning their journey through the ELL school system. They seek leadership positions and offer their time to Parent-Teacher Organizations, District Committees, and community groups. This allows them to express the needs of immigrant and refugee families to school staff and the district. They can also use strategies learned during their own journey to help parents just entering the school system.

Reasons for Non-Parental Involvement – Barriers

Bakker et al. (2007) lets us know that in order to properly support immigrant families acclimating to a new school community, educators must first understand who these families are, what their needs are, and how schools can bridge the linguistic and cultural gaps between homes and schools. Doing this will provide the pathway they need to become valued partners with the school. Knowing the importance of parental participation on student outcomes, it is crucial that we as educators have the knowledge and awareness of any barriers that may disturb a parent's

ability to be involved. These obstacles may include, for example, inflexible work schedules or language barriers. With parental involvement, educators must be aware of the boundaries that may interfere with parental involvement of most, if not all their students.

According to Panferov (2010), it is the responsibility of educators to understand the challenges ELL parents face and it is important to cultivate parental involvement in our ELL students' school experiences. This, in turn, supports an ELL students' overall academic success. Panferov's study invited two families to participate. One parent in each family volunteered to be involved and two children of differing ages were also involved. Three main questions were addressed in the study: (a) How do ELL parents view literacy and their own literacy practices? (b) What are the qualities of literacy practiced in their homes? (c) What are the issues specific to parent-child and parent-school interactions and communications that might contribute to school success. The findings showed that immigrant parents with poor literacy skills in their homebased language were at a further disadvantage when dealing with their ELL child's school and education. They often missed school-home communications or were forced to rely on their children as translators. The children of parents with low literacy skills who participated in the study exhibited lackluster participation and success in school and were often the focus of disciplinary action and correction. Participants with higher literacy rates were able to maneuver through the school systems a little easier with the assistance of their children and school staff. They had higher levels of involvement in the school system and their children fared better academically, socially, and emotionally.

For families whose first language is one other than English, without proper translation or communication from parent-teacher, teacher-parent, or school-home, families often miss schoolbased events. Parents may also hesitate to attend these events knowing they will not be

able to communicate because of language barriers. Panferov expresses the importance of considering a parent's own involvement and experiences within the education system and how that can help eliminate a barrier in their involvement of their child's own schooling experience. Parents may be at differing academic levels depending on what schooling has been completed and/or the opportunities they have experienced. Lastly, the attitudes given and received between school and home hold great impact over involvement as well. No one would want to be someplace they feel uncomfortable or not welcomed. This is further supported by Baker et al. (2016) stating, it is important for schools to make this known to all families that all are welcome to all schooling events or activities.

McNeal Jr. (2014) expresses that although there are many factors that hold an impact over parental involvement within their child's education, timing has been identified as, perhaps, the greatest obstacle for parents' participation in their child's education and school activities. Poor timing of communications between homes and schools can create situations where families/parents are unable to attend school activities, events, and meetings, often, due to not being able to plan around often inconsistent work schedules and other responsibilities, such as childcare. By offering bilingual/translated resources, flexible scheduling, child care opportunities, and transportation options, schools make parent involvement more readily available to ELL parents.

By recognizing these barriers, it highlights the idea that non-parental involvement may not be a lack of caring, but instead, a lack of resources and knowledge on how to advocate for themselves and their children.

Bias and Prejudice by School Systems/Staff

With the many factors and barriers that impact parental involvement, one thing to consider is the bias, prejudice, or discrimination that teachers may have towards students based off of their backgrounds or home lives. Baker et al. (2016) expresses that the attitudes of teachers and school personnel towards families can also be a possible barrier to high levels of involvement. Lorenz (2021) tells us that evidence from Europe and the United States has shown that some teachers hold lower expectations for the achievements of both ethnic and racial minority students than the majority. It has been reported that, predominantly, white and middleclass teachers can subscribe to negative stereotypes about the parenting abilities of minority and immigrant parents. Ho and Cherng (2018) state that as a result, these parents, may not only have different notions of what constitutes meaningful parental involvement but may also experience more barriers to involvement. This furthers the cycle of teachers' perceptions that these parents are uncaring and uninvolved. This vicious cycle can negatively impact a student's academic outcomes because the students may grow into the expectation of the teacher rather than thriving into their full potential. This can be incredibly discouraging to a student when they do not feel the confidence, support, and encouragement from their teacher or school community. Chin et al. (2020) mentions it has been observed that teachers may treat students differently based on their race which holds a negative impact on the students' learning. Ho and Cherng (2018), have also reported that teachers have been observed to have lower expectations of minority children. They further argue that among educators, there are beliefs that the levels of Black and Latino parental involvement are insufficient to support their student's education.

A way to eliminate this preconceived opinion is to prepare teachers to teach an anti-bias curriculum. Some teachers mention that they feel they are not well prepared to teach a

multicultural or anti-bias curriculum. Some anti-bias education strategies include inviting parents to teacher education programs, home visits, and teacher's self-reflection. Lin et al. (2008) explains these strategies further. Inviting parents into teacher education programs allows for their opinions and inputs on the education and environment in which their children are learning. Also mentioned by Lin et al., is the use of home visits to involve families and provide equitable and anti-bias education. Home visits allow for the teachers to gain a better insight on what support and involvement the students are receiving at home. Furthermore, the author expresses that by visiting the home, teachers can eliminate these biased thoughts about a student or students and allow themselves to see the truth of what is occurring. Another way of creating this curriculum is by self-reflecting as an educator.

Teacher perception of minority and immigrant parents should be acknowledged when teaching ELL students. These perceptions are important because they influence the teacher's approach and relationships with the student. It has been reported that even after learning of parents' self-reported involvement in their child's education, teachers are less likely to believe that minority immigrant parents are as involved as native-born white parents. These perceptions can occur because teachers often expect specific forms of school-based parental involvement from parents, for example, volunteering in the classroom or regularly initiating contact about their child's progress. Ho and Cherng (2018) state that often, parents, particularly those from minority and immigrant families, may instead prefer to be involved in a manner that is less visible to schools, such as providing moral support for their children's education. The authors argue that teacher perceptions of parental involvement vary according to a families' racial, ethnic, and immigrant backgrounds and teachers' perceptions of parental involvement play a strong role in student academic outcomes. Additionally, studies have shown that when teachers

perceive parents as detrimental to learning, either through non-involvement or perceived disinterest, they also have fewer positive opinions about students. As educators, we cannot allow our own inherent biases to impact our interactions with our students and their families.

Conclusion

There are multiple sources of research concerning the involvement and engagement of ELL parents and their families within the students' education. Within this research, it is evident that there are numerous factors that impact the ability or idea of parental and/or family involvement within a students' education. Being aware of these factors and working to hurdle the barriers that may stand in their way is crucial to increasing parental involvement to positively impact students' academic achievement.

To better the circumstances of parental involvement within ELL students' education, a four-day professional development will be available. This PD will ensure parents receive the knowledge, information and resources needed to better advocate for themselves and be involved within their child or children's education. Karabenick and Noda (2004) identify research-based professional development is essential for districts and teachers who face the challenge of providing quality education to a diverse student population. There is significant importance assigned to the awareness of effective strategies that can help families support their children in their move from involvement, or just being present in the school building-to parent engagement, where they collaborate in the child's education.

Each day of professional development will educate parents on how they can better advocate for themselves and what can be done to better their involvement within their child's education. The PD will emphasize and educate on the importance and benefits of why parental participation in their child's education is important, and how to increase school-home and home

school communication, how to ease into a new community as an ELL student and parent, the resources available to them through the district and the community, as well as their families and opening avenues for parental participation. The tools that will be used will increase parental involvement and will help advocate for ELL families and students. Multiple tools will be incorporated into the PD including, but not limited to translators, interpreters/access to interpreters, written documents within native language, translated communication applications for parent-teacher or school-home. Each of these tools will benefit in the communication between school-home and vice versa allowing for more open opportunities for parents and families to be involved. In the following chapter, chapter 3, I will go into deeper detail about the professional development plan and how it will be completed.

Chapter 3: Description of Product and Tools

Introduction

In an effort to better the issue of parental involvement within ELL students' education, a professional development (PD) will be held to educate both teachers and parents/families. This PD will be four days long hosted by an instructor that will provide whole group, small group, and one-on-one discussion in order to educate families on how to become and stay involved within their child's education. This PD will cover the following topics: why participation is important, ways of communication, allow for ideas/opinions to be shared, ideas on events and activities to be held throughout the school year to represent diverse cultures, and any other important aspects that may arise within conversations. Each PD day will be about an hour in length, wrapping up in a manner that allows for any participant to speak with the instructor individually if they prefer not to share in whole group or for anyone to express any questions and/or concerns about what was discussed that day. The PD will be presented virtually in Google Slides. All information will be available in both English and native languages via translative technology such as Google Translate or by providing a translator at the PD. Each day, participants will bring their laptops or tablets to view the presentation as the instructor goes along as well. Participants are encouraged to take notes and will be asked to participate in discussions within their small group/pairs on certain days. To invite participants to this PD, numerous informative messages such as emails, text messages, Remind messages, and notes home will be distributed in order to make it aware that all parents and families are welcomed to attend. PD information will be translated with use of a translator as well as the opportunity for Google Translate application use. All participants will receive an Agenda of the full PD

presentation (see Figure 1). All materials and tools for the PD will be identified as Figures and will be included in the Appendix of this capstone.

Daily Agenda (Four Days)

Day 1 – Participation Importance

Target: Participants will be able to state parental and family involvement within students' education is important to academic success and outcomes.

Opener – Ask the participants, “What about your child’s school experience is important to you?” or “Why is your participation important in your child’s education?” (see Figure 1).

Agenda – This day is focused on expressing the importance of parental involvement and engagement within their child’s education. The presenter will inform and familiarize the participants, both parents and teachers, on expectations for the school year and resources available for parents/families to advocate for themselves and their children. The instructor will lead a whole group discussion throughout the PD Day discussing the importance of involvement and the expectations for the school. During this discussion participants are encouraged to take notes and provide feedback and will be provided with a note catcher (see Figure 3). These expectations include sending the students to school, school conduct, following rules, supply lists, etc. Reference sheets for points of contact will be distributed for families to hold onto throughout the school year. Participants will be encouraged to write down phone numbers, email addresses and dates (see Figure 2). Instructor will also discuss any barriers they may be hindering parental involvement and receive feedback on how parents and families feel they can work together to “breakthrough” those barriers. This will allow for these barriers to come to light for some who may not be aware of them and what they could be.

5 minutes ~ Introduction question and short answer and discussion

- Participants will answer the opener question within Jamboard, this will share responses on the board to the whole group anonymously.

30 minutes ~ Whole Group Presentation and Discussion:

- Importance of involvement and engagement
 - For example, being engaged within school events, helping students with their homework, reading at home with students, etc.
- References and points of contact to advocate for selves and children/students
- Familiarize families on expectations for the school year

The participants will also be encouraged to ask questions during the presentation.

10-15 minutes ~ Small group and turn & talk discussion on what was learned. Participants can also self-reflect on what they may already be doing to involve themselves within their child's education. If they are not yet actively engaged, they may learn or hear opinions from others about how to facilitate engagement.

Closing and next steps – To conclude the first day, using the reference sheets instructor will allow for any last-minute questions/concerns to be discussed. Instructor will highlight Day 2 of the PD which will present strategies and applications that can be used to increase communication between school and home. These applications and strategies will better the communication by implementing native languages to strengthen communication. Awopetu (2016), tells us that within teaching and learning experiences, the mother tongue is of utmost importance. Day 2 of the PD will inform teachers and families how to implement these strategies and use the applications to be involved within their child's education and have open communication with teachers of their child/children. The participants will also be encouraged to ask questions during the presentation.

Day 2 – Increase school-home Communication

Target: Participants will be knowledgeable of multiple points of contact and ways in which to communicate with the school community effectively and in ways in which are appropriate for them.

Opener – Instructor will ask participants, “Are you more of a caller or a texter? Which do you prefer over the other?”

Agenda – Instructor of the PD will lecture and educate participants on ways in which both families and teachers can increase school-home communication. Participants will be provided with a handout to take notes throughout this PD day (see Figure 4). This PD day will allow for parents and teachers to build a relationship in which there is shared responsibility for children’s learning and having them grow.

5 minutes ~ Introduction question and answer and discussion

15-20 minutes ~ Instructor will discuss research on the important and barriers on home-school communication. The presentation will include topics such as preferred language, interpreter or electronic translation assistance, put parents in touch with bilingual staff, connect families to applications used by teachers for direct contact or concerns. Participants will also follow a stepby-step instruction on how to connect to the applications or methods used for communication. Following the informative lecture, participants will have time to discuss any questions, concerns, opinions about the matter. While also allowing for questions during the lecture.

Closing and next steps – This PD day will end with a conclusion of the instructor verbally asking if the participants’ opinions have changed on whether they are more of a caller or a texter? And which they will prefer to communicate with school/teachers of their children.

Day 3 – Ease ELL Transition to Community

Target: Participants will be knowledgeable of the school expectations (school supplies, etc.) and ways in which to transition into the community.

Opener – Presenter will begin with an ice breaker question to allow for participants to share their answers and get to know one another. Presenter will ask, “What are some of your hobbies, what do you all like to do on your free time?” This will open the door to seeing what people enjoy doing within their free time and communities to further understand community and lived experiences (in accordance with Funds of Knowledge theoretical framework)

Agenda – This PD day will break down in explanation the school standards, benchmarking systems, materials, and curriculum as per NYSED, school district and school site. The standards, benchmarking systems, materials, and curriculum are specific to the school district the parent send their child, therefore, this is important to gain this professional development course/information from the district. Participants will be provided with a handout to take notes throughout this PD day (see Figure 5). Administrators will be invited to attend to contribute their knowledge about the district standards and hear feedback from families. This feedback can then be utilized as a foundation for establishing parental involvement opportunities in schools and the district. Families of differing cultures will live differing lives and as educators and school staff, being aware of these cultural groups approach to school will help to better understand their circumstances.

5 minutes ~ Introduction question and answer/discussion

15-20 minutes ~ Breaking down of the information (school standards, benchmarking systems, materials, and curriculum) Again, parents will be informed about the teacher and school system expectations as well as what can be done in terms of their involvement. While also allowing for

questions within lecture. The participants will also be encouraged to ask questions during the presentation.

10 minutes ~ Allow for whole group discussion of questions or concerns and/or to express any other ideas.

Closing and next steps - Instructor will allow for any questions/concerns to be discussed. Ideas discussed will be considered greatly for incorporation into the school year and discussed in the future with school staff and families for implementation to increase parental involvement and student achievement. Participants will complete online Google Form to share anything they would like from the experience and any ideas they would like implemented.

Day 4 – Open Avenues for Parental Participation

Target: Participants will participate in school-wide events and activities throughout the school year with the information provided.

Opener – Instructor will open by asking participants what activities and/or events they would like to see within their child’s school. This will allow for the instructor and participants to learn and hear one another’s opinions and ideas and branch off from one another.

Agenda – Within this PD day, participants will be provided with a handout to take notes throughout the PD day (see Figure 6).

5 minutes ~ Introduction question with discussion/answers

10-15 minutes ~ Small group discussions on what the participants would like to see within their child’s school or what they feel would be beneficial to their child’s learning and experience within the building. Administrators will be invited to attend so they can hear feedback from families and have a first-hand involvement in the discussion.

15-20 minutes ~ Discussion of ideas and instructor's input. Whole group will discuss, and instructor will present ideas like hosting a Native language back to school event, tours of the school for families to familiarize themselves with the schools and the systems in which they are designed, explanation of parental rights and advocacy, etc. Participants will take notes on their laptops or notebooks or papers they have brought with them to the PD. Participants will also be encouraged to ask questions or present their ideas during the presentation.

Closing and next steps – Instructor will allow for any questions and concerns to be discussed. Ideas discussed will be considered greatly for input within the school year and discussed within the future with school staff and families to implement them for increased parental involvement and student achievement. All participants will participate in a survey to provide their input into place in a way to reach the school itself. Administrators and teachers will work with parents and families to provide effective opportunities for participation from parents and families.

Rationale

Multiple aspects were put into consideration when creating the professional development to work on the issue of parental involvement within ELL students' education. Within research and study, it has been made evident that parental involvement within their child/children's education holds a positive impact on academic outcomes. According to Choi et al. (2015), parental involvement is a great contributor to the academic achievement and self-efficacy of students. With this, barriers, cultural differences, transitions, and educational experiences and beliefs were all part of creating the professional development content that will be presented to participants in the effort of increasing parental involvement. Such things as communication, timing, language barriers, and school/teacher attitudes towards families and students are all obstacles that could hinder this involvement, therefore are addressed within this PD. According

to Han et al. (2015) family engagement is not solely the responsibility of the families alone, rather a combined sense of responsibility by schools, communities, and the families of students. In reference to Calzada et al. (2015), previous studies have shown that parental involvement and engagement have a positive impact on student achievement. The author explains that parental involvement within the school may look like participation in school events or school-based activities, while involvement at home may look like reading with a child, helping them complete homework assignments, or taking them to places outside of school where they are able to expand their learning experiences. With this, the professional development will discuss and lecture to parents ways in which they can become and stay involved within their child's schooling. Baker et al. (2016), states that parents should not only be involved, but they should also be engaged within their child or children's education. Schools should make a move from, not only parental involvement, but to engagement in the school and their child's education. Baker et al. gives an example of moving from involvement to engagement. This might include providing family engagement activities to do at home with instructions for caregivers to help their child with more advanced subjects. Going beyond the aspect of being present at an event versus being engaged within it are differing within the involvement of parents or families. For example, there is a difference of simply showing up to a school event as more or less a bystander and helping or participating within that said event or activity. According to Goodall et al. (2014), the definition of parent engagement is parents and teachers sharing a responsibility to help their children learn and meet educational goals. This professional development will help teachers and parents work together in creating this relationship to become and stay well involved within their students' learning.

According to Bakker et al. (2007), research has shown that within parental involvement are boundaries, that without acknowledgement, may go looked at as non-caring parental behavior. Teachers, staff, and schools should be aware of these barriers and how to hurdle them, rather than letting them continue to hinder parental involvement in a student's education. This ties into the importance of asking participants what they prefer in reference to communication, opinions or ideas of events or activities, etc. within the school. With parental involvement, educators must be aware of the boundaries that may interfere with one's ability to be involved of most, if not all their students.

Giving opportunities for individuals to share their ideas and/or opinions on their child's education experience will allow for differing immigrant groups to be represented. Differing cultures have differing beliefs, ideas, etc. which hold impact over these aspects of a student's education. Reserving a time within the PD to have participants engage in group discussions to facilitate ideas that will be shared and represented in order to be implemented is a big step in helping these families and parents advocate for themselves and become involved first-hand. According to Calzada et al. (2015), studies of parental involvement vary from immigrant group to immigrant group. The author tells us that by recognizing these immigrant groups and their approach to school involvement, one can better understand the circumstances that may hinder their involvement. Baker et al. (2016), states that it is important to consider all families and include them in all school events and activities being held to withstand the given sense of community and inclusion for all. Again, this ties into having families share the level of transition they are within into the new community and sharing any ideas they may have of what could better that or hearing ideas/opinions from others during discussion. Also, having parents/families share their preference of communication could help tremendously as well-being that timing is of

the essence and is a big barrier most times for many parents. “No matter their income or background, students with involved families are more likely to have higher grades and test scores, attend school regularly, show improved behavior and adapt well to school” (Baker et al., 2016, p. 164).

Conclusion

This professional development was created to improve the issue of parental involvement within ELL student’s education. The question being researched is, how does parental involvement impact the academic outcomes of ELL students? The four-day PD will address the ways in which parental involvement can be improved to positively impact student’s academic outcomes within their learning. Each day has a differing target for learning to improve the involvement. Day one will focused on the target of participants understanding the importance of the involvement within student learning to impact student academic outcomes. Day two will target participants being knowledgeable of multiple points of contact and ways in which to communicate with the school community effectively and in ways in which are appropriate for them. Day three, participants will be knowledgeable of the school expectations (school supplies, etc.) and ways in which to transition into the community. Lastly, day four will target participants participating in school-wide events and activities throughout the school year with the information provided. Within the research, there is much support in how having these goals set within the PD to improve the involvement. For instance, according to Calzada et al. (2015), studies of parental involvement vary from immigrant group to immigrant group. The author tells us that by recognizing these immigrant groups and their approach to school involvement, one can better understand the circumstances that may hinder their involvement. Baker et al. (2016), states that it is important to consider all families and include them in all school events and activities

being held to withstand the given sense of community and inclusion for all. Ultimately, there is a positive impact on increased parental involvement in student's education and this PD will work to improve this issue. In the next chapter, conclusions, implications for student learning and teaching will be presented.

Chapter 4 - Conclusion

Introduction

As ELL educators, we must take the necessary steps to effectively involve parents/families in their child's education. Recurrently, there is a lack of involvement in a student's education by parents and families. This forces us to ask the question, how can increased parental involvement impact the academic outcomes for ELL students? According to El Nokali et al. (2010), parental involvement within students' education holds strong impact over the outcomes. Considering all circumstances that may impact a parents' involvement is necessary in understanding how to effectively keep parents involved throughout the school year. Having strong parental involvement promotes positive academic outcomes and experiences within a student's learning. This is further supported by Harper and Pelletier (2010), whose research stated that there is a positive relationship between children's school success and parents' involvement within their education.

Conclusions

After conducting research to answer the question, How can increased parental involvement impact the academic outcomes for ELL students?, there are many aspects of involvement to be taken into consideration. According to the research, it has been found that such things, here referenced as "barriers", may interfere with parental involvement in their child or children's education. When thinking about a parents' involvement, it goes beyond the aspect of having them come to school prepared each day, and instead becoming engaged in the school community and having a say in the children's education. By conducting this research, numerous ideas and strategies have come to light when trying to overcome said "barriers" that may be hindering involvement and furthermore, engagement. Such things as time constraints, language

and cultural barriers, inherit bias, and limited education level attainment of parents are all examples of these barriers that impact parents and families, as well as teachers.

Bakker et al. (2007) lets us know that in order to properly support immigrant families acclimating to a new school community, educators must first understand who these families are, what their needs are, and how schools can bridge the linguistic and cultural gaps between homes and schools. Doing this will provide the pathway they need to become valued partners with the school. Knowing the importance of parental participation on student outcomes, it is crucial that we as educators have the knowledge and awareness of any barriers that may disturb a parent's ability to be involved. These obstacles may include, for example, inflexible work schedules or language barriers. With parental involvement, educators must be aware of the boundaries that may interfere with parental involvement of most, if not all their students.

Implications for Student Learning

Positive academic outcomes and parental involvement are said to have a positive relationship with one another. Research conducted by Harper and Pelletier (2010), shows that parental involvement holds an impact over ELL student outcomes academically. Knowing the importance of parental participation on student outcomes, it is crucial that we as educators have the knowledge and awareness of any barriers that may disturb a parent's ability to be involved. These obstacles may include, for example, inflexible work schedules or language barriers. With parental involvement, educators must be aware of the boundaries that may interfere with parental involvement of most, if not all their students.

According to Panferov (2010), it is the responsibility of educators to understand the challenges ELL parents face and it is important to cultivate parental involvement in our ELL students' school experiences. This, in turn, supports an ELL students' overall academic success.

The takeaway from this research is that as educators and families of ELL students, we must all come together to increase the parental involvement for the benefit of students' academic outcomes. It is important for students to feel strongly supported and encouraged by those around them in their learning. Having families, parents, and educators attend an effective PD in order to provide such information to become involved within one's education will benefit student learning. Students will grow stronger in their learning from those around them implementing what they know and not only being involved but being fully engaged.

Implications for Teaching

Numerous educators (TESOL, General Ed., Special Ed., Administration, etc.) will benefit from the research conducted within this capstone project. The findings inferred that with further knowledge and practices, educators will effectively implement said practices and ideas into their instruction and communication skills throughout the school year to continue strong involvement and positive outcomes for students. We as educators must acknowledge that not all families are the same. Not all immigrant families are alike which means their needs differ as well. In the Baker et al. (2016) study, it was hypothesized that teacher perceptions of the level of parental participation in a child's education may influence the academic performance of pupils. This was explored by evaluating teacher perceptions of parental involvement and the possible associations between teacher perceptions and pupil achievement. The information was obtained via questionnaire that was mailed to the home and provided to teachers. With this information, teachers were informed that parents with a higher level of education had perceived teachers as more involved within the education of the students. These parents with a higher education were also said to have had more communication with the teacher, more influence on school, and to participate more in their child's education both inside and outside of school.

Recommendations

After viewing the results of the research for this research question, it can be said that more could be done to improve parental involvement within ELL students' education. For instance, school districts could make a PD as described above mandatory for educators and parents and families to attend when first entering the school district. This could also remain implemented to allow those who wish to retake it the experience of the PD over again. Other efforts could be made by teachers to put more effort into communication with the parents and families of their students. Building the relationship between parents/families and teachers is important to student learning experiences and outcomes, as mentioned before.

Final thoughts

Parental involvement within ELL student learning holds an impact over academic outcomes. The increase of parental involvement will benefit the learning of students and the outcomes that come about throughout the school year. With the encouragement and support both at home and in school, students will feel motivated and excited about learning. Communication between home and school and vice versa should remain constant and consistent throughout the school year in order for all parties to be aware of students' learning.

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Appendix

Figure 1

Professional Development Agenda

Day 1 •

Opener:

- “What about your child’s school experience is important to you?”
- “Why is your participation important in your child’s education?” •

Whole Group Presentation and Discussion:

- Importance of parental involvement and engagement
- References and points of contact for advocacy
- Academic expectations •

Small Group Discussion:

- Are you involved?
- How to get involved and engaged •

Closing:

- Wrap up of the days events
- Highlights for Day 2 of PD
- **Question and Answer Period**

Day 2 •

Opener:

- “Are you a caller or a texter?”
- What is your preferred method of contact?

• **Whole Group Presentation and Discussion:**

- How can we facilitate better school-home communication?
- Barriers to communication- what can be done to eliminate these barriers?

• **Information Session**

- Informative session on how to contact teachers, school, and the district
 - Teacher email, Remind App, district website, etc •

Closing:

- Wrap up of the days events

- Highlights for Day 3 of PD ●

Question and Answer Period

Day 3 ●

Opener:

- “What do you like to do in your free time” ●

Whole Group Presentation and Discussion:

- Standards, benchmarking systems, materials, and curriculum ●

Administration Presentation:

- Administration will impart their knowledge about district standards and hear feedback from families

● **Closing:**

- Wrap up of the days events
- Highlights for Day 4 of PD

● **Question and Answer Period**

Day 4 ●

Opener:

- “What activities or events would you like to see at your child’s school?”
- “Which activities and events do you feel would be beneficial to you and your child?”

● **Small Group Discussion:**

- How can teachers and district staff make these events more conducive to parental involvement?

● **Whole Group Presentation and Discussion:**

- Instructor and participants will discuss findings of small group discussions ●

Closing:

- Wrap up of the days events
- Wrap up PD

● **Question and Answer Period**

Figure 2

Points of contact handout

Points of Reference/Contact	Phone Numbers and/or Email Addresses
Principal	
Vice Principal	
Main Office	
School Psychologist	
School Social Worker	
Teacher	
Important Dates	
Open House	
First Football Game	
School Dance	
Field Day	

Figure 3

Day 1 note catcher

Day 1 – Participation Importance

Why do you think parent participation in a child’s education is important?

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What experiences would you like your children to have in school?

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What suggestions do you have that will allow us to accomplish these experiences or foster parental participation in education?

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Do you have any new questions or concerns based on information that was presented today?

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Questions & Notes:

Figure 4

Day 2 note catcher

Day 2 – Increase school-home Communication

How can we increase school-home communication?

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What do you feel are the best and easiest ways to communicate between home and school? Why?

List your top 3 ways you would like to receive information regarding your child’s education and school experiences.

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Do you feel there are any obstacles that stop you from communicating with your child’s teacher or school?

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Questions & Notes:

Figure 5

Day 3 note catcher

Day 3 – Ease ELL Transition to Community

List different ways we can assess a child’s progress in school?

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Do you know how to find the standards for your child’s school or district? ●

Yes- Where?

- No- Who would you reach out to to find this information?

As a parent, how would you like to be updated on your child’s educational progress? How often?

Do you think more contact from the school would be beneficial for parents and make them more involved? Why or why not?

Questions & Notes:

Figure 6

Day 4 note catcher

Day 4-Open Avenues for Parental Participation

What activities would you like to see at your child's school?

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How would you like to see them presented? (ex. In person, via Zoom, bilingually, Google Slide)

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What resources would make it easier for you to participate in your child's school activities and education?

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Are there any barriers that stop you from participating in school activities? (ex. scheduling, language barriers)

How can we deal with these barriers?

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Questions & Notes: