



Promoting Parent Involvement in Secondary Education

Category: Working with Parents

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Working with Parents

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify the benefits of involving parents in school activities.
- Learn different activities that educators can use to involve parents in school activities.
- Apply information learned to planning activities that will involve parents in school activities.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Attendee Handouts:
 - Workshop Agenda
 - Activity Sheet 1: Activities to Keep Parents Involved
 - Activity Sheet 2: Community Activities
 - Activity Sheet 3: Going Back to School Activities
 - Attendee Notes
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Getting Parents Involved
2. Parental Involvement in the Classroom
3. Parental Involvement in the Community
4. Going Back to School

Subtopics:

1. Getting Parents Involved

- a. Parental Involvement
- b. Benefits of Parental Involvement
- c. How Do We Get Parents Involved?

2. Parental Involvement in the Classroom

- a. Writing
- b. Reading
- c. Mathematics
- d. Science
- e. History
- f. Social Studies
- g. Career Options

3. Parental Involvement in the Community

- a. Keep in Mind
- b. Community Activities

4. Going Back to School

- a. Back to School Activities

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Getting Parents Involved		
	3-7	25
Discussion Point: How do you define parental involvement?		
	4	(10)
Think About It: How have you encouraged parents to get more involved with their children's school work and education during parent-teacher conferences?		
	5	(5)
Topic 2 – Parental Involvement in the Classroom		
	8-15	55
Activity – Let's Practice		
	15	(20)
Break		
Topic 3 – Parental Involvement in the Community		
	16-21	30
Discussion Point: Have you used any activities in your curriculum to get students or parents involved in the community?		
	16	(5)
Topic 4 – Going Back to School		
	22-27	45
Activity – Design Your Own Activity		
	27	(20)
Closing Thoughts		
	28	5
Total of 2 hours and 50 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 10

PDXPERT		PARENT INVOLVEMENT IN THE CLASSROOM	
Reading			
ACTIVITY	IDENTIFYING TEENS' STAGES OF READING DEVELOPMENT		
DESCRIPTION	Parents observe and discuss their child's choices of and preferences for reading material.		
GRADE LEVEL	6 - 12		

The MASTER Teacher
Tracy, Oregon, Oregon

This is a reading activity in which educators can involve parents.

Students' interests are expanded through their exposure to new subjects or authors. Their parents are able to better understand their child's choices of and preferences for reading material. The educators benefit from the communication between students and their parents regarding the stage of reading development of individual students.

Ask participants to refer to **Handout 1: Activities to Keep Parents Involved** for the details of the activities in this section.

Identifying Teens' Stages of Reading Development

45 minutes

Description

Parents observe and discuss their child's choices of and preferences for reading materials.

Steps To Follow

1. Write a letter to parents encouraging them to identify their child's stage of reading development (see Letter Example).
2. Include a list of book content preferences for young people aged 10-18 with your letter to parents for them to use as a guide to their child's stage of reading development (see Book Content Example).
3. Communicate with parents throughout the year regarding individual students' interest in content and their preferences for specific types of books.

Materials

Letter to parents, books in a variety of interests and developmental stages.

Letter Example

Dear Parents,

I am writing this letter to help you identify your teen's stage of reading development. Please note that a "stage" of reading and "level" of reading ability are not being used synonymously. The term "stage" refers to the child's "period of development" which, in turn, reflects his/her interests and preference for certain reading materials.

Characteristic reading patterns have been carefully mapped through a number of research studies conducted with thousands of adolescent readers. According to these studies, chronological age is more important than mental age in determining what a child will enjoy reading. For example, the average and the above-average 13-year-old will be interested in reading the same kinds of books. Thus, attempting to accelerate the intelligent child by giving him or her the adult classic of literature is not a good idea, according to the facts.

A checklist of preferences for the content of books for young people between the ages of 10 and 18 is included with this letter. It can serve as a guide to your child's stage of reading development. Teens usually progress through three stages: early, middle, and late adolescence. It may be of interest for you and your child to update this checklist and to observe your teen's preferences for reading materials through the years.

At the parent-teacher conference and throughout the year, please feel free to communicate with me regarding your child's interests and preference for reading materials.

Enjoy books! They are a great source of knowledge and enjoyment for the whole family!

Sincerely,

Teacher's Name

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Book Content Example

Preferences of Book Content for Young People Between the Ages of 10 and 18*

Encourage your child to complete this checklist several times throughout his/her teenage years using the rating scale of 1 to 5: a 1 rating reflects little interest, a 3 rating means some interest, and a 5 rating means he/she is very interested.

Early Adolescence: ages 10-14

- Animal stories.
- Adventure stories.
- Mystery stories.
- Tales of the supernatural.
- Sports.
- Growing up around the world.
- Home and family life stories.
- Broad, bold slapstick.
- Settings in the past.

Middle Adolescence: ages 15-16

- Non-fiction accounts of adventure.
- Biographies and autobiographies.
- Historical novels.
- Mystical romances.
- Stories of adolescent life.

Late Adolescence: ages 17-18

- The search for personal values.
- Books of social significance.
- Strange and unusual human experiences.
- The transition into adult life.

*From: *Books and the Teenage Reader* by G. Robert Carlsen, Harper & Row, 1980.

“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. Circle the activities that encourage parental involvement in the list below that you have used in your classroom.

Parent-Teacher Conferences

Creating Your Own Business

Help Me Write!

Parent-Teacher Partnership Day

Reinforce Math Skills

Parents Become Teachers for a Day

Career Options

Parent Appreciation Night

The Gold Card Pass

2. Are there any issues with parental involvement that the presentation did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, what would you do to find the answer?

3. Consider situations outside of the classroom where you could apply the parental involvement techniques and activities you have learned. How are these situations similar to and different from situations in the classroom?
