



## Preparing for Communication Workshop

**Time Allotment:** The session should take about 2 hours.

**Format:** The activities require small group interactions. You should set up the room to accommodate groups of 4 to 6.

**Notification:** Please advise all participants that they should review their Framework book for all information related to parent communication. New teachers should review the chapters indicated in their initial materials that relate to the topic. See notes below for other materials to be completed before the workshop.

**Trainers should:**

- Review all materials in the packets
- Review all information in the Framework text related to communication with families
- Review all slides for the presentation
- Review the supplemental texts of the new teachers
- Make four posters for the work session. They should indicate- Strategies for working with- angry parents, non-English speaking parents, parents of children with special needs, parents whose children are behavioral challenges

**Participant Materials:** Participant packets should be given to the mentors to explain to the new teacher.

- Prior to the meeting remind the mentor that the new teacher is to come to the session with two cases for communication identified. They should provide the new teacher with that form at least a week in advance.
- Remind mentors that they are to come to the workshop with the form regarding how they secure information about their students to the workshop.
- The mentor should bring all other forms with them to the workshop.

### **Outline for the Workshop:**

- Conduct the activities designed to enhance teacher's abilities to communicate with families in conferences and beyond
- Hand out the support packets for the new teachers and give them a few minutes to review them with their mentor
- Have the new teacher and the mentor complete the discussion log
- Role plays some of the scenarios. The new teacher should be the parent in the first scenario and the teacher in the second
- Discuss one-way, two-way, and three-way communication. Have the participants share their plus, minus, interesting comments
- Complete the strategies posters that you created
- Hand out certificates

### **Technology Needed:**

- Computer
- Projector
- Means of projecting the DVD clip at an appropriate sound level

**Workshop Supplies:** You should arrange to get these from the designated site coordinator or lead mentor from you site.

- chart paper
- markers
- plain paper for the Tiny Transfer Book
- tape
- post-a-notes



## Communication Workshop Reminder

**Date:**

**Location:**

**Time:**

**Mentors-** Please remember to provide the new teacher with the form that they will need to complete.

Remember to complete your form and come prepared to make suggestions during the session.

**New Teachers-** Please review the chapters in your "Secrets" book related to communicating with students and communicating with parents. The discussion will be enhanced by your comments about these chapters.

You should come with two students in mind that you will be communicating with parents about in the near future.

**Thank You!**

<b>Domain Four- Component C</b>
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# Communicating with Families and Building Partnerships

*When preparing to communicate with families, you should use data such as student work and assessments as reference throughout the conversation. Make certain that you are establishing a two-way and interactive link to the families. Developing partnerships with families includes involving them in setting goals of student success.*

## Remember to Greet the Family Member(s)

- I'm so pleased that you were able to come today. I'm looking forward to working together.
- I am happy to have the opportunity to share \_\_\_\_\_'s progress with you.
- The purpose for our conference today is \_\_\_\_\_
- What are your child's interests?
- What are some things you'd like me to know about \_\_\_\_\_ ?
- You know your child best, and I hope to learn from you what might help \_\_\_\_\_ be as successful as possible in school?

## Remember to Emphasize the Positive

- Describe your child's strengths. What have you noticed at home?
- We use student content standards as a guide. \_\_\_\_\_
- Is able to...
- This work demonstrates...
- This assessment shows...
- Our district assessments indicate that \_\_\_\_\_ is strong in \_\_\_\_\_
- What I've noticed is...

## Specify Areas for Growth and Help the Parents to Understand What They Mean

- Do you have any concerns about \_\_\_\_\_'s progress? What are you seeing at home?
- I've noticed that \_\_\_\_\_ is having difficulty with ...
- This work sample indicates that sometimes he/she...
- By the end of the year, students are expected to.... your child is.... I'm concerned because....
- We monitor student progress through our district assessments and they indicate...

## Include the Families in Planning the Next Steps and Help Them Get Assistance

- So, our goals for \_\_\_\_\_ are...
- One way you could help at home is \_\_\_\_\_
- How would it be if I...?
- I will contact \_\_\_\_\_ to set up a ... (Student study team meeting, meeting with the school psychologist, resource specialist, principal, etc.)
- Some other resources (or programs) that are available are ...,
- What is the best way to ensure that we monitor the progress?
- What is the best way to stay in contact regarding \_\_\_\_\_'s progress?



## Mentors Workshop Responses

Dear Mentor,

Please consider these questions and be prepared to offer suggestions during the session.

1. List several types of information that you collect about your students.
2. Explain how you secure personal information, academic information, and behavioral information.
3. How do you involve the families in this process? The students?
4. What other information do you want to share with the new teacher about communicating with families?
5. What resources would you recommend to new teachers related to communicating with families?

**Domain Four- Component C: Cycle One**



**Communication Workshop Information  
(Practice)**

*Pick two students you have concerns about in regard to conference/communications. Complete the profile and challenges and concerns sections. Bring the documents with you to the workshop.*

**New Teacher** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

Student Profile	Challenges and Concerns
<p>Identified Area(s) of Concern</p> <p>Academic</p> <p>Behavioral (to include work ethic)</p> <p>Social/emotional</p>	<p>Challenges presented</p> <p>Concerns about student</p> <p>Concerns about parent/guardian</p>
<p>Notes during role play</p>	<p>Notes during role play</p>

Things that I learned during the role play that will help me as I communicate with parents-

**Domain Four- Component C**



# Communicating with Families Practice

As you prepare for your parent conference, complete a sheet for each student to help guide you through the conference. Make notes during each conference and offer to follow-up by sending the families a communication in regard to the steps that you will take next with their child. Not only does this help you prepare, it provides you with a record of your conference.

Student: \_\_\_\_\_ Contact: \_\_\_\_\_ Date: \_\_\_\_\_  
 Face to face Conference     Phone Conference     Student Led Conference     Written     Team

*Greeting this parent*

*Starting with the Positive.*

*What information about the student's interests and learning preferences would you like to discuss with the family?*

*What other information would you like to know?*

*What positive aspects of student behavior or progress will you discuss with the family?*

*Areas for Student Growth- What do you plan to show, or discuss with the family?*

*What are some suggested ways to help the student improve?*

*Next steps- Note how and when the communication will continue.*

*If there are resources that you will be providing, what will they be and when will they be provided?*

*If there are school/district resources that will be provided, what will they be and how will they be accessed?*



## What to Do When There Are Problems

If the problem is the situation,

- Focus on the needs of the student.
- Try open discussion first.
- Work to understand the problem.
- Be patient.
- Assure the parent that you will help the child.
- Determine if or how the school can provide or find resources.

If the problem is the parent,

- Focus on the needs of the student.
- Get help and support from administrators.
- Put some distance between you and the parent.
- Remain calm and professional.
- Focus on coping with the situation rather than “fixing” the parent.

If the problem is the student,

- Focus on the needs of the student.
- Begin or continue an open dialogue with the parent.
- Use shared knowledge- yours and the parent’s- to solve the problems.

If the this time the problem is yours,

- Focus on the needs of the student.
- Consider alternate actions to try.
- Be willing to admit mistakes.
- Focus on future good will an success.

**Domain Four- Component C**



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