# A Few Good Practices

**Kathy Jackson**
**Title I Parent Coordinator**
**W. C. Britt Elementary School,**
**Gwinnett County Public Schools**

# 1. Selecting Instructional Materials

# 2. Does Your Staff Value Its Parents?

# 3. Communication

# Select Instructional Materials Based Upon Data

- **Classroom Tests or Quizzes**

- **Running Records**

- **Work Samples**

- **Standardized Tests: CRCT, ITBS**

- **Benchmark or Interim Tests-9 week assessments**

- **Email Teacher for Areas of Difficulty**
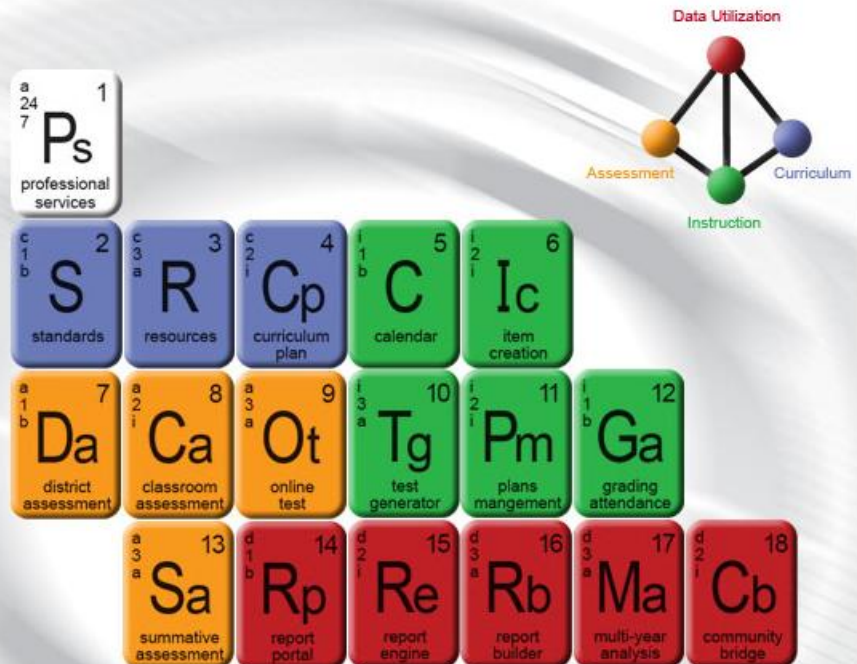
- **Discussion with the Parent**

# Elements

# What are Benchmarks or Interims?

- **Benchmark or Interim tests are based on AKS in the GCPS instructional calendar and are administered at 9 week intervals.**

- **Pre- and post-tests are cumulative assessments based on the AKS students will learn anytime during the year.**

- **They assess individual student's AKS concept proficiency.**

# Purpose of Benchmarks:

- **Identify students' strengths and weaknesses.**

- **Function as a tool to identify gaps in students' conceptual knowledge as related to the CRCT/EOCT/HSGT assessments.**

- **Allow teachers and administrators to analyze classroom data, and use it to plan instruction to maximize teaching and learning opportunities.**

- **Provide opportunities for classroom data to be analyzed (by teacher, class, subgroup, student, and school) to identify effective and ineffective instructional strategies, chart progress, and improve overall student achievement.**

# DATA TOOL
## http://testgate.gcps.k12/display.asp

ELEMENTS™

## Sign In

Please enter UserID and Password, and then click the Submit button.

UserID: [            ]

Password: [            ]

Submit

# At Risk Report

## Select Report

Criteria: DISTRICT.05.LA.LA.1. Teacher,

Output format: Browser

Select report below

At Risk Students by Domain

At Risk Students by Standard

At Risk Standards by Student

At Risk Subgroups by Standard

Mastery Students by Domain

Mastery Students by Standard

Mastery Standards by Student

Mastery Subgroups by Standard

Subgroups by Standard

# At Risk Students by Standard

O **Language Arts**
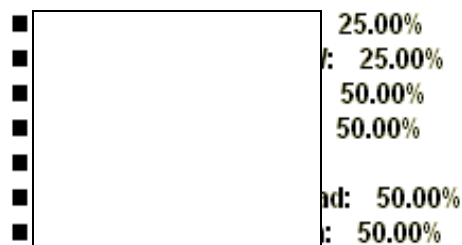
- **AKS0607.08.LA.G2005.48:    100.00%**
  spell 1,200 most frequently used words (Sitton list) (GPS, ITBS) (8LA_G2005-48)
  - Students - no issues

- **AKS0708.08.LA.B2005.06:    72.12%**
  read for a variety of purposes in all content areas expect reading to make sense, to answer questions or to stimulate ideas (GPS, ITBS, I
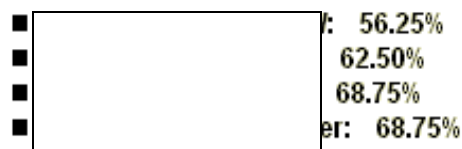  - 7 Students are of concern
    - 25.00%
    -     y:    25.00%
    - 50.00%
    - 50.00%
    - 
    -     ad:    50.00%
    -     :    50.00%

- **AKS0708.08.LA.B2005.07:    81.34%**
  distinguish between relevant information which supports the main idea of a selection and information which is irrelevant to the main ide
  - 4 Students are of concern
    -     :    56.25%
    - 62.50%
    - 68.75%
    -     er:    68.75%

- **AKS0708.08.LA.B2005.08:    86.14%**
  apply knowledge of common organizational structures and patterns (i.e., transitions, logical order, cause and effect, classification sche
  - 6 Students are of concern
    - Fleming, Lachanada I:    37.50%

# At Risk Standards by Student

- MATH
- AKS0910.04.MA.B2009.24 :   0.00%
  round decimal fractions to the nearest whole number (GPS) (4MA_B2009-24)
- AKS0910.04.MA.B2009.45 :   0.00%
  identify and explain the commutative, associative and distributive properties and use them to compute (4MA_B2009-45)
- SCIENCE
- AKS0910.04.SC.SC.B2006.10.a :   0.00%
  demonstrate how water changes states from solid (ice) to liquid to gas (water vapor, steam) and changes from gas to liquid to solid (GPS)
- AKS0910.04.SC.SC.B2006.10.d :   20.00%
  demonstrate and explain the water cycle and the role of evaporation, precipitation and condensation (GPS)
- AKS0910.04.SC.SC.D2006.16.b :   33.33%
  identify factors that may have led to the extinction of some organisms (GPS)
- SOCIAL STUDIES
- AKS0910.04.SS.SO.C2008.31.b :   0.00%
  define and locate landforms; peninsula, piedmont, isthmus, plateau, Island of Hispaniola, and Isthmus of Panama
- LANGUAGE ARTS
- AKS0910.04.LA.J2009.100 :   20.00%
  use appropriate resources to gather information from reference works: books, periodicals, dictionaries, thesauri, encyclopedia, technology, atlases, magazines, newspapers, prefaces, appendices, indices, glossaries, and almanacs (GPS) (4LA_J2009-100)
- AKS0910.04.LA.J2009.98 :   40.00%
  use table of contents, index, glossary, guide words, and appendix to locate information in books and reference works (GPS) (4LA_J2009-98)
- AKS0910.04.LA.C2009.49 :   40.00%
  identify and use prefixes, root words, suffixes, and word parts to identify words in text (GPS, ITBS) (4LA_C2009-49)
- AKS0910.04.LA.E2009.73 :   40.00%
  revise writing by adding, deleting, consolidating, and rearranging text to improve fluency, content (descriptive words, strong verbs), organization and style, to match purposes with audience (GPS, ITBS) (4LA_E2009-73)
- AKS0910.04.LA.B2009.42 :   40.00%
  identify, analyze, compare and contrast characters and their actions to make inferences about events in the story (GPS, ITBS, CE) (4LA_B2009-42)
- AKS0910.04.LA.C2009.52 :   50.00%
  identify common idioms, figurative phrases, and playful language such as puns, jokes, and palindromes (GPS) (4LA_C2009-52)
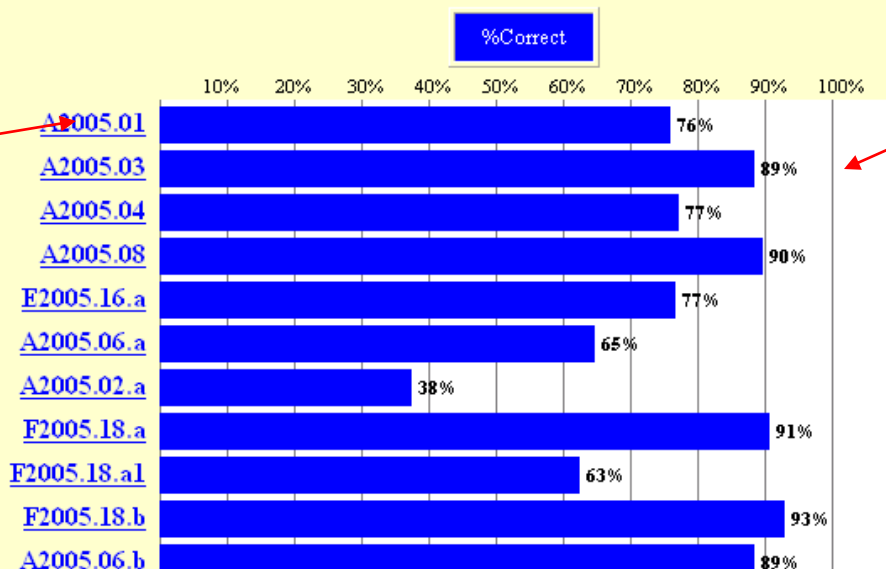
# Report Card by Test by Demographics

DistrictDefault(Percent): Does not meet( <70%) Meets(>=70% <85%) Exceeds(>=85% )

| Name | Year> Subtype> Grade/Subject> Standard> Average Score> | 07-08 PRE1 05MA All 43.2% | 07-08 POST1 05MA All 80.3% | 07-08 BMK1 05MA All 69.79% | 07-08 BMK2 05MA All 77.15% |
|---|---|---|---|---|---|
| Overall Average (16) | | 43.2% | 80.3% | 69.79% | 77.15% |
| White (7) | | 42.58% | 81.84% | 67.86% | 77.68% |
| African American (1) | | 25% | 57.63% | 54.17% | 50% |
| Hispanic (2) | | 45.19% | 91.53% | 75% | 89.06% |
| Asian/Pacific Islander (5) | | 45.67% | 78.65% | 74.17% | 78.13% |
| Multi-racial (1) | | 51.92% | 77.97% | 66.67% | 71.88% |
| Disability/Special Ed (1) | | 30.77% | 76.27% | 75% | 68.75% |
| Socioeconomic Status (5) | | 36.92% | 76.95% | 67.5% | 73.13% |
| Female (9) | | 44.02% | 80.79% | 68.06% | 77.78% |
| Male (7) | | 41.98% | 79.66% | 72.02% | 76.34% |
| ESOL (2) | | 48.08% | 88.98% | 83.33% | 84.38% |

# Parents Are Our Partners in Education.









# How Do We Grow Our Relationships With Parents?

According to the research,
**the primary factor**
for children's educational success is
**parent involvement**.

Students learn best when parents are involved.



Parents who become involved in their children's schooling also tend to develop positive attitudes towards their child's teachers and parent and communication improves.

# Our Attitudes Toward Parents

- Do you see parents as one of our biggest challenges in education?

- Do you think of each parent as an equal partner?

- Do you feel that each parent has knowledge and expertise to contribute?

- Do you use good practices to establish clear, two-way communication with your parents?

- Do you listen to parent concerns with a receptive silence or do you become defensive when they question something?

# Do We as Educators…

- Create a truly welcoming environment for ALL our parents?

- Allow our negative judgments of parents interfere with how we work with our parents.

- Make our parents feel empowered as true partners?

- Do we provide opportunities to build trust?

- Do we recognize that all parents want their children to be successful?

- Do we view parents and students as our customers?

**Do we consider what parents want?**

# What Do Parents Want?

- Most importantly, parents want teachers to care about their children and know them as individuals.

- Parents value a knowledgeable, professional, and competent teacher.

- Ability to communicate with adults and children, while maintaining good classroom management.

# Key Strategies for Teachers

- Greet parents with respect and show interest in their children.
  - Demonstrate a willingness to work together
- Solicit parent questions, comments, and advice.
  - Ask parents for relevant information and use it.
    - "How is it going for your child at home?"
  - If you both share similar observations, then immediately begin to solve the problem together.
  - Respect the right to privacy & keep all information confidential.
- I need parents as my partners.
  - Believe in the power of teamwork.
  - Thank parents for the work they've done and difficult it is to raise children.
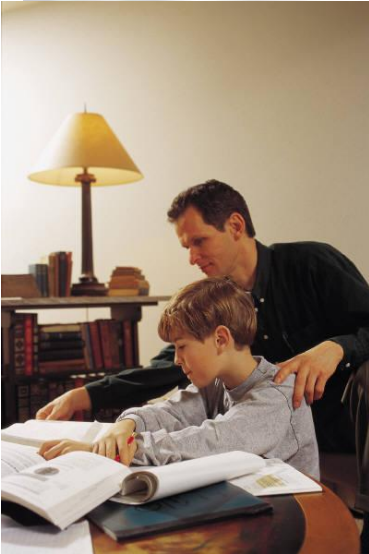
# Key Strategies for Teachers

- Parents want to hear 4 things in a conference:
    1) How is my child doing? Provide samples.
    2) How does my child's performance compare to how he/she "should" be doing.
    3) How the teacher will help.
    4) How much you appreciate the child.
- Begin with positive comments.
- Be honest and patient.

# Give Parents the Right Tools

-Provide opportunities for parents to learn how to work with their children at home.

-Build trust by expressing to the parent that you want the child to succeed.

# Give Parents the Right Tools

- Express to the parent that he/she is your partner and that together, you can reach this mutual goal of success for the child.

# How Can We Grow Relationships?

- Suggest that your staff ask open-ended questions to get parents talking about their child, such as "**What has Deonte said about what we are learning in science?**"

- Ask teachers to share how a parent can help them.

- Suggest that teachers use the parent's expertise to their advantage.

- Remind your staff to send positive messages to encourage parents and students.

- Recognize that it takes time to build a relationship.

# Parents = Partners = Successful Students



- Build bridges with parents and enlist them as powerful partners in the educational process.
- By building these relationships with families, we send a clear message to our children, that their education is important to all stakeholders!

# •Communication

-Often

-In a Variety of Ways, such as:

- **Newsletters, Notes, and Flyers**
- **Marquee**
- **Phone calling system**
- **Technology (email & our website)**

# Bibliography

*Beyond the Bake Sale: Essential Guide to Family School Partnerships* by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies

*Every Teacher's Guide to Working With Parents* by Dr. Gwen L. Rudney

*101 Ways to Create REAL Family Engagement* by Steven M. Constantino, Ed.D.