What is Transformative Parent Engagement?
<table>
<thead>
<tr>
<th>Transformative</th>
<th>Parent Engagement Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend a PA/PTA meeting</td>
<td>● Attend a PA/PTA meeting</td>
</tr>
<tr>
<td>Develop and run a workshop</td>
<td>● Develop and run a workshop</td>
</tr>
<tr>
<td>Elected to Chair the School Leadership Team</td>
<td>● Elected to Chair the School Leadership Team</td>
</tr>
<tr>
<td>Participate in a bake sale</td>
<td>● Participate in a bake sale</td>
</tr>
<tr>
<td>Volunteer at your school</td>
<td>● Volunteer at your school</td>
</tr>
<tr>
<td>Help build curriculum</td>
<td>● Help build curriculum</td>
</tr>
</tbody>
</table>
Transformative parent engagement means schools recognize and treat parents as

- Decision-makers the in design, implementation and evaluation of the school
- Partners and leaders in the effort to improve the school and advance academic achievement
- Problem-solvers, not as problems to be solved
- Assets rather than deficits.
Transformative parent engagement looks like

- As welcoming environment for parent and families of all backgrounds
- Parents are active participants in meaningful decision-making
- Schools providing logistical support – translation, transportation, childcare and timing of meetings
- Active and personal communication with parents
- Multiple pathways for parents with different interests and talents to participate in the school
- Parents leadership abilities are cultivated, nurtured and grown
<table>
<thead>
<tr>
<th><strong>Traditional Parent Engagement</strong></th>
<th><strong>Transformative Parent Engagement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Parents are told when to participate or volunteer</td>
<td>* Parents are welcomed members of the school community</td>
</tr>
<tr>
<td>* Communication with parents is impersonal, mainly through fliers and robocalls</td>
<td>* Parents are partners, leaders and problem-solvers who collaboratively address school wide challenges</td>
</tr>
<tr>
<td>* Occasional participation from a PA/PTA or SLT parent leader, without broader involvement from the larger parent body</td>
<td>* Communication with parents is active and personal</td>
</tr>
<tr>
<td>* Parents attend recreational, workshops and school-wide gatherings, especially student performances</td>
<td>* Leadership training that builds parent capacity to engage other parents to participate meaningfully in school decisions</td>
</tr>
<tr>
<td></td>
<td>* Uses parents skills and knowledge to enhance curriculum, support teachers and advance the school’s goals</td>
</tr>
</tbody>
</table>
Welcome to the Academic Parent Teacher Team (APTT) Meeting #1, Kindergarten Parents!

Bienvenidos a la Primera Junta de APTT, Padres de Niños en Kindergarten!

Awesome Elementary School
Mrs. Capers
Agenda

- Welcome
- Review Foundational Grade Level Skills and Share Data
- Model Activities
- Practice Activities
- Set 60 day academic SMART goals

• Bienvenida
• Examinar las habilidades fundamentales y compartir datos
• Modelar actividades
• Practicar actividades
• Desarrollar las metas de 60 días
What is APTT?

Team Meeting (75-min.)
Held In Early Fall

Individual Session (20-min.)
Held In Dec.

Team Meeting (75-min.)
Held In Winter

Individual Session (20-min.)
Held In Spring

¿Qué es APTT?

Junta en Equipo

Junta Individual

Junta en Equipo

Junta en Equipo
At the end of our APTT meeting you will be able to:

1. Review foundational skills for the year.
2. Learn two new foundational skills.
3. Know your child’s current progress in the new skills.
4. Practice the new foundational skills with your child at home.
5. Set new goals.

Al final de nuestra junta APTT usada será capaz de:

1. Revisar las habilidades fundamentales del año.
2. Aprender dos nuevas habilidades fundamentales.
3. Saber el progreso actual de su hijo(a) en las nuevas habilidades.
4. Practique las nuevas habilidades fundamentales con su hijo(a) en casa.
5. Establecer nuevas meta(s).
Sight words are words that do not follow basic phonics rules.

Sight words help readers with fluency and comprehension.

New readers gain confidence in reading by knowing sight words.

• Palabras comunes son palabras que no siguen las reglas básicas de fonética.
• Palabras comunes ayudan a los lectores con fluidez y comprensión.
• Nuevos lectores ganan confianza en la lectura cuando conocen palabras comunes.
How do we assess this skill?

¿Cómo evaluamos esta habilidad?

- Flash cards individually
- Check each word as they say it correctly
- If they do not get a word, the flash card is put in a separate pile to practice later on.

- Usamos las tarjetas de memoria con cada niño
- Le hacemos marca de verificación por cada palabra que se dice correctamente
- Si no obtienen una palabra, separamos esa tarjeta de memoria para practicar más tarde.
Our goal is for each child to know all 40 sight words in this set by the end of the year!

Nuestro objetivo es que cada niño sepa los 40 palabras comunes para el final del año escolar.
Sight Words Concentration/Juego de concentración con palabras comunes

* Shuffle the cards and spread them out randomly. The first player selects two cards. If they match, the player keeps them, says the sight word and goes again. If they do not match the player puts them back in the exact same place and her/his turn is over. The object of the game is to accumulate the most pairs.

Baraja las cartas y colocarlos abajo sin ver las cartas. El primer jugador elige dos cartas. Si son las mismas, el jugador los guarda, dice la palabra común y va de nuevo. Si no son las mismas cartas, el jugador los pone de nuevo en el mismo lugar y su turno ha terminado. El objetivo del juego es acumular la mayor cantidad de pares.
What is a S.M.A.R.T. Goal?

**Specific** (específico)

**Measurable** (medible)

**Attainable** (alcanzable)

**Realistic** (realista)

**Timely** (con limite de tiempo)

¿Que es la meta S.M.A.R.T?
Setting 60-day SMART Goals
Establecer Meta(s) SMART para 60-Días

**Your Child’s 60-Day Goal:**
* Look at your child’s current progress
* Write a realistic 60-day goal for your child
* Complete the goal form in the Family Folder

**Meta De 60-Días Para su Hijo(a):**
* Mire el progreso actual de su hijo(a).
* Escriba una meta que es realista de 60-días para su hijo(a)
* Complete el papel de meta(s) que se encuentra en la Carpeta Familiar
Thank You • Gracias

Please Come to One to One Conferences
Mid-March

Mrs. Capers
• 510.xxx.xxxxx •
capers@awesomeschool.com
New Settlement Parent Action Committee
Parent Education and Empowerment Partners (PEEPs) Program Proposal
https://www.youtube.com/watch?v=ubo6LoqQv6Q
**Parent Engagement Models**

*Modelos de involucramiento familiar*

* Parent Education and Empowerment Partners
  * Parents commit to 100 volunteer hours as literacy or math tutors
  * Weekly workshops and trainings to provide support and help motivate parents
  * Offer two workshops to parents every year, as well as to teachers
  * Coordinator supports parents
* Personal Education Plans
* Grow Your Own Teacher Program
“I would argue that historically we created an environment where not only were parents not welcome, they were actively told not to come, and so again we’re talking about now trying to change that culture so that our schools are welcoming, that they’re inviting parents in and that schools are places where parents feel they want to come.” Arne Duncan, Secretary of Education
Parent Engagement Models
Modelos de involucramiento familiar

- Results from Logan Square program
  - Improved student outcomes in classrooms with parent mentors
  - Developing Parent Leadership
  - Improving School Climate + Culture
How to do a Power Analysis
<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-Makers</td>
<td>The people/groups who can actually make the decisions to change or resolve the problem or implement your solution, not the people who can influence the process</td>
</tr>
<tr>
<td>Opposition</td>
<td>Group or individuals who oppose your agenda</td>
</tr>
<tr>
<td>Allies</td>
<td>Group or individuals who support your agenda</td>
</tr>
<tr>
<td>Primary Target</td>
<td>Key decision makers needed to move our agenda</td>
</tr>
<tr>
<td>Secondary Target</td>
<td>The people/groups who can influence decision-makers</td>
</tr>
</tbody>
</table>
What is the concrete goal you are trying to achieve?
Who has the authority to deliver that goal (Decision-maker)?
Who do you have on your side (Allies)?
  * Why do you think they would be supportive?
    * Think outside the usual people and outside the school building
Who would be opposed to the goal (Opposition)?
  * Why do you believe they would oppose the goal?
What decision makers need to take action in order for you to achieve the goal (Primary targets)?
Who can influence those decision-makers to take action (Secondary targets)?
## Power Analysis Grid

<table>
<thead>
<tr>
<th>Decision-maker</th>
<th>Opposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allies</td>
<td>Targets</td>
</tr>
</tbody>
</table>